DOCUMENT RESUME

ED 370 710	PS 022 418

AUTHOR	Ensley, Mary L., Ed.; And Others
TITLE	Making Our School a Peaceful Community: A Curriculum Guide on Conflict Resolution for Classroom Guidance in Grades K-5.
INSTITUTION	Caldwell School District 132, Idaho.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Aug 93
NOTE	343p.; Guide developed as a component of the Comprehensive Alienation Prevention Project (C.A.P.P.).; Several sections contain copyrighted materials and are not available for reproduction. Those pages are not included in the pagination.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	*Conflict Resolution; Curriculum Guides; Elementary Education; *Elementary School Students; Family School Relationship; *Learning Activities; Lesson Plans; Parent Participation; Problem Solving; *Prosocial Behavior; *School Counseling; Social Cognition; Student Behavior; Teaching Guides
IDENTIFIERS	Comprehensive Alienation Prevention Project

ABSTRACT

This curriculum guide contains six units designed for use by counselors in elementary classrooms to teach children skills in conflict management and to model appropriate child management skills for classroom teachers. The units are designed to be used in kindergarten through grade 5. Each unit contains six sections: (1) a summary stating lessons, goals, and desired outcomes; (2) a list of supplies needed; (3) an explanation of a pretest session; (4) five lessons on conflict management and related skills; (5) an explanation of a posttest session; and (6) a list of resources and references. Each unit also includes letters to parents describing the lessons and containing suggestions to use at home to strengthen development of the skills. Contains 31 references. (TM)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED 370 710

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

MAKING OUR SCHOOL A PEACEFUL COMMUNITY:

A Curriculum Guide On Conflict Resolution For Classroom Guidance in Grades K-5

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary L.
Ensley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Caldwell School District #132
Caldwell, ID 83605

A project funded through a discretionary emergency fund grant from the U. S. Office of Education.

PS 022418

BEST COPY AVAILABLE

Several sections in the original document contain copyrighted material that is not available for reproduction. These pages are not included in the pagination. Omitted selections include the following:

B.L. Winch & Assoc./Jalmar Press, 2675 Skypark Drive, Suite 204, Torrance, CA 90505 (assorted materials from Drew, 1987, *Learning the Skills of Peacemaking*, pages 25, 39, and 105).

GoWell and Kent, Inc., 2369 Phillips Road, Mt. Holly, NJ 08060 (assorted materials from *The Million Dollar Machine Life Skills Enrichment Program*, pp. 12, 18, 19, and 34 in the K-3 Guide; p. 46 in the 4-6 Guide).

Mar*Co Products, Inc., P.O. Box 1052, Daylestown, PA 18901 (assorted materials from Cooper and Marten, 1988, *Reaching High Risk Students*, pp. 26, 27, and 28).

New Society Publishers, 4527 Springfield Avenue, Philadelphia, PA 19143 ("There's Always Something You Can Do," from Prutzman, 1988, *The Friendly Classroom for a Small Planet*, p. 108).

Research Press, 2612 North Mattis Avenue, Champaign, IL 61821 ("The Hassle Log" from Goldstein and Glick, 1987, *Aggression Replacement Training*, p. 85).

Rhinestone Press, P. O. Box 30, Winchester, OR 97495 (ideas and adaptations from *Kelso's Choice*).

Scotts, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025 ("The Good Listener Checklist," from Kreidler, 1984, *Creative Conflict Resolution*, p. 6, Appendix).

MAKING OUR SCHOOL A PEACEFUL COMMUNITY:

A Curriculum Guide On Conflict Resolution For Classroom Guidance in Grades K-5

Caldwell School District #132
Caldwell, ID 83605

A project funded through a discretionary emergency fund grant from the U. S. Office of Education.

MAKING OUR SCHOOL A PEACEFUL COMMUNITY:

A Curriculum Guide On Conflict Resolution For Classroom Guidance in Grades K-5

Developed as a Component of the

COMPREHENSIVE ALIENATION PREVENTION PROJECT
(C.A.P.P.)

Mary L. Ensley, M.A., L.P.C.- Project Director, Contributing Editor

Contributors: Sue Gorczyca, M. Ed., School Counselor
Jerilyn Gowen, M. Ed., L.P.C., School Counselor
Gary Johnston, M. Ed., School Counselor
Robert Teske, M. Ed., School Counselor

Darrel Deide, Superintendent
Caldwell School District #132
Caldwell, ID 83605

August, 1993

The contents of this curriculum guide were developed under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education and you should not assume endorsement by the Federal Government.

TABLE OF CONTENTS

Page

Introduction i

About the C.A.P.P. Project iii

Acknowledgments iv

Kindergarten Unit 1

Grade One Unit 36

Grade Two Unit 65

Grade Three Unit 97

Grade Four Unit 130

Grade Five Unit 170

Bibliography 211

INTRODUCTION

In years past, immediate families, extended families and entire communities "spoke the same language" of expectations to children. Today, this is not necessarily true. Families are wide-spread and less nuclear. Many communities lack a serious commitment to the responsible rearing of their youth. Children may have one message at school, another from their immediate family, another from the extended family, and another (or none) from the community. The result is a lack of consistency in the training of children, who need to have a continuum of comprehensive and developmental skill-building activities that are acceptable to home, school and the community. It seems clear that, while the school cannot accept full responsibility for the over-all life-skills training of a child, school is the place where children of the community "hang-out." It is a place that can act as a central information source for parents as well as children and the community.

The Comprehensive Alienation Prevention Project (C.A.P.P.) was designed in its entirety to address the need to "circle" children with drug education/ prevention activities. As a part of this Project, a broad-based life skills curriculum became a logical first step to help children once more have a consistency and "sameness of approach" within the circle of adults who offer guidance and direction to their lives.

As Caldwell's elementary school counselors began to develop a comprehensive guidance program for their students, it became apparent that the issues of behavior management should be a priority, particularly in the areas of problem solving and conflict resolution. Furthermore, it seemed important to develop a curriculum that could be implemented early in the school term. This is obviously the most "reachable" time to help children transition from the more carefree days of summer vacation at home and in the community to the more formal and demanding life of school. It is also the time when conflicts emerge, as children attempt to find their place in the new school term.

"Making Our School a Peaceful Community" is designed to be used simultaneously in all grades. Because every child and teacher benefits from skill-building in conflict management, this unit is designed to be taught in the classroom during the regular hours of school. Counselors provide instruction for children and, at the same time, model appropriate child-management skills to teachers.

The parent-school team is developed through the use of "Dear Parent" letters sent home with children after each lesson. By providing parents with companion lesson materials and ideas for continued skill building at home, the child becomes encircled with conflict-management vocabulary and techniques. In addition to conflict-management skills, the letters to parents provide general "good parenting" tips and is a vehicle for building a relationship of trust and mutuality between home and school.

Since most school guidance departments operate on stringent budgets, lessons in this curriculum guide are designed to use a minimum of costly commercially prepared instructional materials. In addition charts, transparencies and other lesson materials are often used in more than one lesson and for more than one grade level.

This curriculum guide is a compilation of materials gleaned from a wide variety of resources as well as site-developed, original materials. As much as possible, patterns and master copies are included with each lesson. Dialogs given are provided as a pattern only. Counselors are encouraged to present each lesson in their own words and to give the lessons their own personality. Due to time constraints in classroom presentations, each lesson may contain more than enough material to make an adequate presentation. Counselors should "pick and choose" to develop lessons suited to the individuality of each classroom.

Over the two years this curriculum was being developed, counselors, parents and school personnel observed significant improvements in children's ability and willingness to work through their conflicts in a positive way. It is hoped that, as this curriculum guide is used as a resource in other school settings, it will continue to provide guidance and skill-building activities useful to many young people, their parents and the faculty and staff members of their schools.

--Mary Ensley, L.P.C.
Project Director

ABOUT THE C.A.P.P. PROJECT

Nine second and third grade boys were the inspiration for the design of the C.A.P.P. project. These bright and energetic little people were already showing signs of alienating themselves from school and, in some cases, from home. They seemed to have little sense of belonging to their community. School personnel working with them believed there must be a way to encircle them with activities that would build their self-esteem, help them develop a sense of future and purpose, and give them a sense of belonging. By considering their needs, the foundation design for the C.A.P.P. project was developed and a grant application written to provide funding.

"Making Our School a Peaceful Community" represents just one portion of the total Comprehensive Alienation Prevention Project. The other components included teacher education in classroom alienation-prevention, parent education, and an "Explorer's Club" after-school program, as well as small group, individual and classroom guidance activities. All components worked together to develop a common language of encouragement and support. At the end of the two-year period funded by the grant, noticeable changes were observable in children served by the project.

Although the Federal funding for these activities has ended, Caldwell School District has undertaken financing of the primary project components.

Acknowledgments

Although this was an elementary school counselors' project within the five-component C.A.P.P. Project, many other people made this curriculum guide possible. Special appreciation is extended to Ruth Tringo and Madeline Bosma, Grants Officers in the U. S. Office of Education, who offered encouragement and helpful suggestions for the entire C.A.P.P. Project.

Caldwell School District Board of Trustees, Superintendent of Schools, Darrel Deide, and the administrative staff offered continuous encouragement as the Project progressed. A former school counselor, Superintendent Deide had first-hand knowledge and understanding of the role counselors play in the lives of children. He strongly supported the building of the C.A.P.P. counseling component and his encouragement has been greatly appreciated.

Classroom teachers and school counselors throughout the Caldwell School District were wonderfully helpful, offering suggestions and providing ideas useful to the progressive development of the elementary counseling component. Although counseling interventions interrupt teachers' schedules, for example, counselors were welcomed and supported. This supportive attitude and team spirit made it possible to successfully field-test curriculum components and to implement the counseling component.

Project clerks Jorgena Wilson and Beverly Shreve provided behind the scenes support. Their outstanding work as well as their spirit of willingness and commitment to the Project were invaluable.

Appreciation is also extended to my husband, Tom, who listened to my ideas, complaints, fears and dreams throughout the writing of the C.A.P.P. Project and this curriculum guide. His understanding of my commitment to the Project's success and to providing school-based counseling interventions for young people has enabled me to devote many extra hours to the preparation and completion of "Making Our School a Peaceful Community."

Mary Ensley, L.P.C.
Project Director/Contributing Editor

UNIT CONTENTS
GRADE K

Unit Summary: Lesson Goals and Outcome Statements 1

Supplies Needed for this Unit 2

Pretest Session 4

Lesson One 8

Lesson Two 14

Lesson Three 19

Lesson Four 24

Lesson Five 29

Post-test Session 33

Resources/References 35

UNIT SUMMARY: LESSON GOALS AND OUTCOME STATEMENTS

Grade: Kindergarten

Goal 1: To help children understand a cooperative and orderly way to participate in classroom discussions.

Outcome statement: The student will be able to demonstrate the use of four rules for classroom discussion:
(1) One person talks at a time; raise hand to speak
(2) No put-downs
(3) Active listening (with eyes and ears)
(4) The "right to pass"

Goal 2: To help children develop the skill of active listening.

Outcome statement: The student will be able to demonstrate active listening in classroom discussion by using these steps:
(1) Look
(2) Stay still
(3) Think

Goal 3: To help children express verbally the conflicts they experience.

Outcome statement: The student will be able to describe verbally a conflict situation that happened to him/her.

Goal 4: To help children develop problem-solving skills that will diminish the use of tattling.

Outcome statement: The student will be able to distinguish the difference between "telling" and tattling; the student will resist the use of tattling in the school setting.

Goal 5: To help children make appropriate independent choices in their response to conflict.

Outcome statement: The student will be able to select from four choices on an "Action Choices" wheel to help him/her solve conflicts independently and appropriately.

SUPPLIES NEEDED FOR THIS UNIT

Pretest Session:

- One pretest for each student
- Happy face stickers (one per child)
- Letter to parents (inclued)

Lesson 1:

- Puppet (herbivorous animal puppet preferred)
- Two student handouts : Leaf sheet and "Our School is a Caring Community" (one per child)
- Poem: "The Rights We Have in this Classroom"
- Letter to parents (included)

Lesson 2:

- Puppet (from Lesson One)
- Letter to parents (included)

Lesson 3:

- "Tug of War" transparency (made from top of student handout)
- Overhead projector
- Student Handout: "Conflicts Are Like a Tug-of-War"
- Letter to parents (included)

Lesson 4:

- Colored poster showing a bug and a butterfly (pattern included)
- Butterfly stickers, if available (one per student)
- Word strips: tattle, tell, big, little, bug, butterfly
- Double-sided transparent tape or Tack-a-Note adhesive stick
- Student worksheet "Bugs or Butterflies" (one per student)
- Students will need pencils
- Letter to parents (included)

Lesson 5:

- "Action Choices" Wheel (on bright paper) (one per child and one enlarged copy for the classroom).
- Action Choices transparency
- Overhead projector
- "Bugs and Butterflies" poster with word strips (from lesson 4).
- Letter to parents (included).

Post-test Session:

- Pretest/Post-test (one copy per child)
- Happy face stickers (one per child)
- Students need a pencil

PRETEST SESSION **Time Required: 10-15 minutes**

Goal: To acquaint students with the school counselor and let them know about the unit "Making Our School a Peaceful Community." To give counselors baseline information about students' conflict management skills.

Supplies needed:

Unit pretest/post-test (included), one per child
Happy face stickers (one per child)
Students need a pencil
Letter to parents (included)

Room Arrangement: Students seated at tables or desks.

Anticipatory Set: Counselor introduced by classroom teacher.

Lesson Activities:

SAY: "For the next several weeks, I am going to be visiting your class with some special lessons. The things we do together will help each of us do our part to make *(name of school)* a peaceful happy community. Isn't it a lot more fun to work and play in a school where people get along together?"

(At this point, highlight briefly some of the things the unit includes, using the lesson outcome statements as a guide.)

SAY: *(as you pass out pretest)* "On this sheet of paper are word clues to the lessons we are going to do."

"I want you to take out a pencil and we'll work on this sheet together."

"You will see words on the paper, followed by faces. One face is smiling, the next face is sad and the third face doesn't know what to think-it's not really happy or sad."

"I am going to read each word to you. Then, you are to circle the face you think matches the word."

"Let's do the first one together: The word is recess. How many of you think it goes with a smiling face? How many with a sad face? How many don't know? Whichever you want to circle is ok., so do that now."

(Be sure all students understand the instructions, then continue with pretest)

Words for pretest are:

Recess	Listen
Tug-of-war	Classroom rules
Conflict	Peaceful
Put-downs	Responsibility
Tattletale	Threats
Bully	Problem

At end of testing, collect papers.

SAY: "I want you each to have a sticker to remind you that I'll be coming back next week. I think we are going to have lots of fun together. In fact, you are such a special group of boys and girls, I'm going to bring one of my friends to visit you next week. See you then.

Give each student a copy of the "Dear Parent" letter (included)

Evaluation: Pretest will be given as post session for comparative data.

WHAT DO YOU THINK?

1. recess____________	☺	☹	😐
2. tug-of-war____________	☺	☹	😐
3. conflict____________	☺	☹	😐
4. put-downs____________	☺	☹	😐
5. tattletale____________	☺	☹	😐
6. bully____________	☺	☹	😐
7. listen____________	☺	☹	😐
8. classroom rules_	☺	☹	😐
9. peaceful____________	☺	☹	😐
10. responsibility_______	☺	☹	😐
11. threats____________	☺	☹	😐
12. problem____________	☺	☹	😐

Dear Parent:

Next week I will begin teaching each kindergarten class a unit called "Making Our School a Peaceful Community". This unit was developed by Caldwell School District counselors specifically for our students.

The goal of the unit, which will be taught in five lessons, is to help all children learn some basic ways to work out problems they may have at school. When all the children in a classroom learn ways to get along, the school is a much happier place for children to work and play together. Teachers can spend their time teaching rather than settling petty arguments.

The goals of the lessons are as follows:

Lesson 1: To help children understand a cooperative and orderly way to participate in class discussions.
Lesson 2: To help children develop the skill of active listening.
Lesson 3: To help children express verbally the conflicts they experience.
Lesson 4: To help children develop problem-solving skills that will diminish the use of tattling.
Lesson 5: To help children make appropriate independent choices in their response to conflict.

Each lesson will include a "Dear Parent" letter your child should bring to you. The letter gives information the child learned in the day's lessons and some suggestions that could be used at home to help strengthen his/her development of the skills. I hope you will spend a few extra moments with your kindergartener each week to share these lessons together.

It is always my hope to build the bonds between home and school for your child. If you have questions about this unit or if there are other ways I can help your child succeed in school, please be sure to call.

School name, counselor and phone

LESSON 1 **Time Required: 30 minutes**

Goal: To help children understand a cooperative and orderly way to participate in classroom discussions.

Outcome Statement: The student will be able to demonstrate the use of four rules for classroom discussions.

(1) One person talks at a time; raise hand to speak.
(2) No put-downs
(3) Active listening (with eyes and ears).
(4) The right to "pass".

Supplies Needed:

Puppet (herbivorous animal puppet preferred)
Two student handouts: leaf sheet and "Our School is a Caring Community" (one each per student)
Poem: "The Rights We Have in This Classroom
Letter to parents (included)

Resources/References

Forte, I. (1990). *Fall Clip Art a la Carte* Nashville, TN: Incentive Publications.

Guidance Units K- 6. (1991) Boise, ID.: Boise Public Schools.

McGinnis, E., and Goldstein, A. (1990). *Skill Streaming the Elementary Child.* Champaign, IL: Research Press Company.

Puppet Dialog. Gary Johnston, M.Ed., School Counselor, Sacajawea Elementary School, Caldwell, ID.

Room Arrangement: Students at desks in classroom.

Key Words:

counselor peaceful put-downs rights

Anticipatory Set: Read poem, "The Rights We Have in This Classroom," Tell students you have brought a friend to help you teach today's lesson. Introduce puppet.

Lesson Activities: Counselor and puppet teach four rules for classroom discussion using the following dialog. (See Dialog sheets).

Practical Application:

Each student is given a leaf drawing and is instructed to draw him/herself using one of the four rules of classroom discussion. Review the rules orally with class as they move into this assignment.

Teachers may have students post their pictures in the classroom. This makes an interesting "class tree" bulletin board. Or, as an alternative, include these pictures in the student's "take-home" papers.

Give each student a copy of "Our School is a Peaceful, Caring Community."

Suggested Home Activity: Letter to parents (included).

Related School Activities:

Teachers should already be using similar rules for general classroom behavior. Continued practice of the four basic rules during classroom meetings and/or class discussions will help reinforce peaceful behavior among students.

Evaluation:

Observation of students use of these rules during subsequent lessons.

PUPPET DIALOG

by Gary Johnston, M. Ed.

Counselor: Hello boys and girls. I'm really glad to be here today. I need to introduce my friend I brought in with me today. His name is ________ and he helps me talk with students sometimes.

PUPPET: *(Looking around, not paying attention).*

Counselor: *(Say name of puppet loudly--then, more loudly, to bring him to attention!)*

PUPPET: *(Suddenly makes eye contact).* Oh, Hi boys and girls! I'm sorry, there are so many neat things to look at. But I don't see any food. Well, that plant over there looks pretty and quite delicious.

Counselor: *(Name of puppet)*, we'll eat pretty soon. First, we need to talk to the kids.

PUPPET: About what?

Counselor: We want to talk about three things. First, what I do as a counselor. Next, our group rules when we come in and visit and last how we can make this year more peaceful.

PUPPET: The first one is easy. You're a friend, helper and a good listener for students.

Counselor: That's right, school counselors help students with problems they may have. We're also concerned with them working hard in school and doing their best.

PUPPET: That's why we're here. Because doing your best in school is much easier if we're getting along with others. You forgot to tell them our rules.

Counselor: Our group rules are easy. There are only four of them. The **first** one is that only one person talks at a time. Raise your hand before speaking. **Second,** we allow **NO** put downs. One put down = 2 put ups. **Third** is active listening. We must always use our eyes and ears. It is hard to listen if you're talking. And **last** is the right to pass. I will never embarrass anyone.

PUPPET: Those rules could also be used with our friends, couldn't they?

Counselor: Yes, so let's talk about making this year a peaceful school year. What does peace mean? *(Write on board)* Let's ask the kids.

PUPPET: Good idea! *(allow response)*

Counselor: If we wanted to make our school more peaceful, how would we do that?

PUPPET: Don't forget that means the playground, the lunchroom, the hallways, the library. Speaking of the lunchroom, I'm starved!

Counselor: What are some ways we can make each one more peaceful? *(Talk about each one).*

PUPPET: Boy those are some good ideas; I wish we could remember them.

Counselor: Well, it just so happens I brought a picture for the kids to draw on.

PUPPET: What picture?

Counselor: A picture of a leaf. On this leaf they can draw something that shows how they will be responsible for making this year more peaceful.

PUPPET: Speaking of leaves, are you about done? I'm starved!!

Counselor: Yes, I'm going to hand out the papers so they can get started.

PUPPET: Good! I'm anxious to see what the students have done.

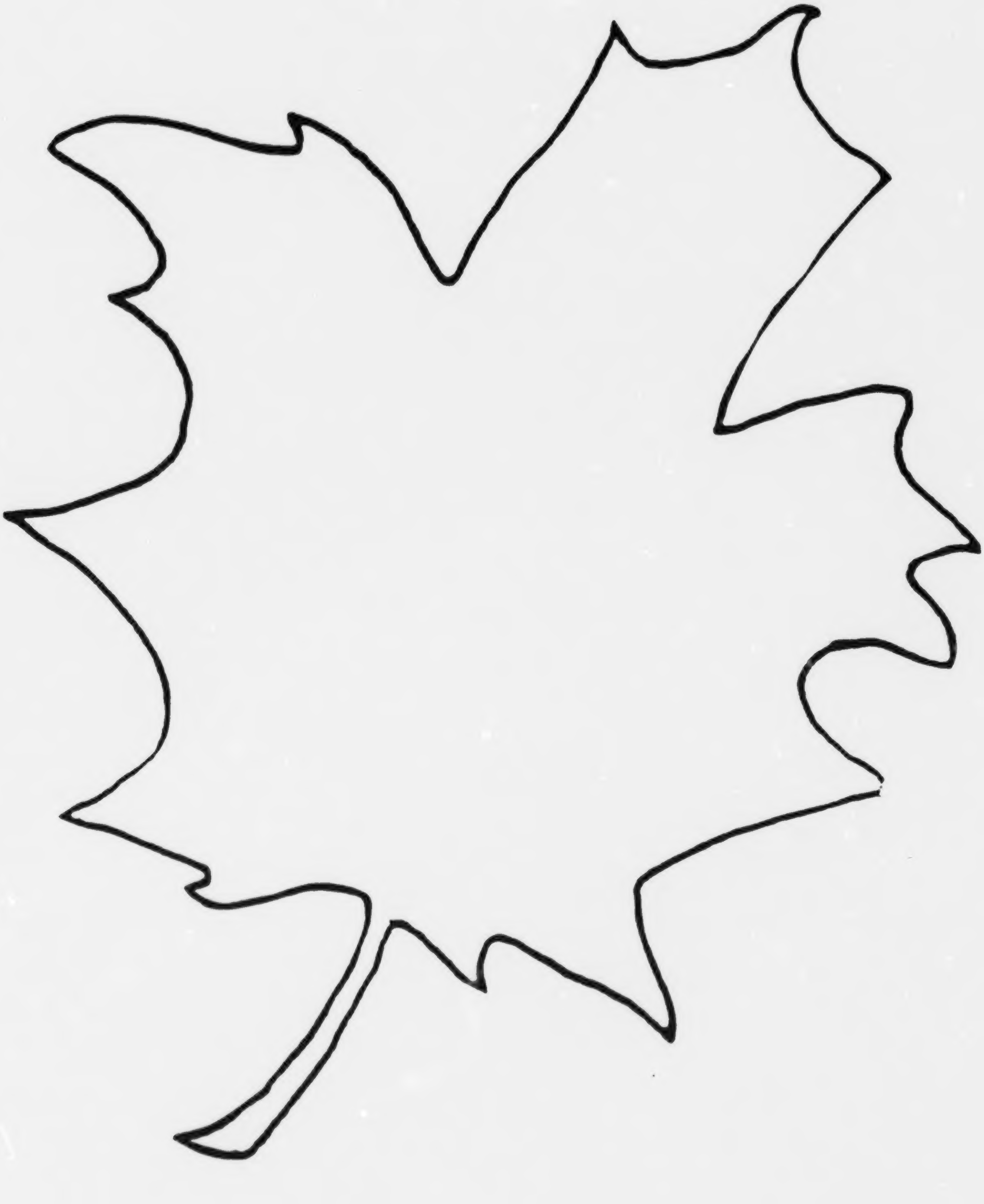
Counselor: That's the great part, *(Name of Puppet).* We get to come back next week to talk about an important part of getting along.

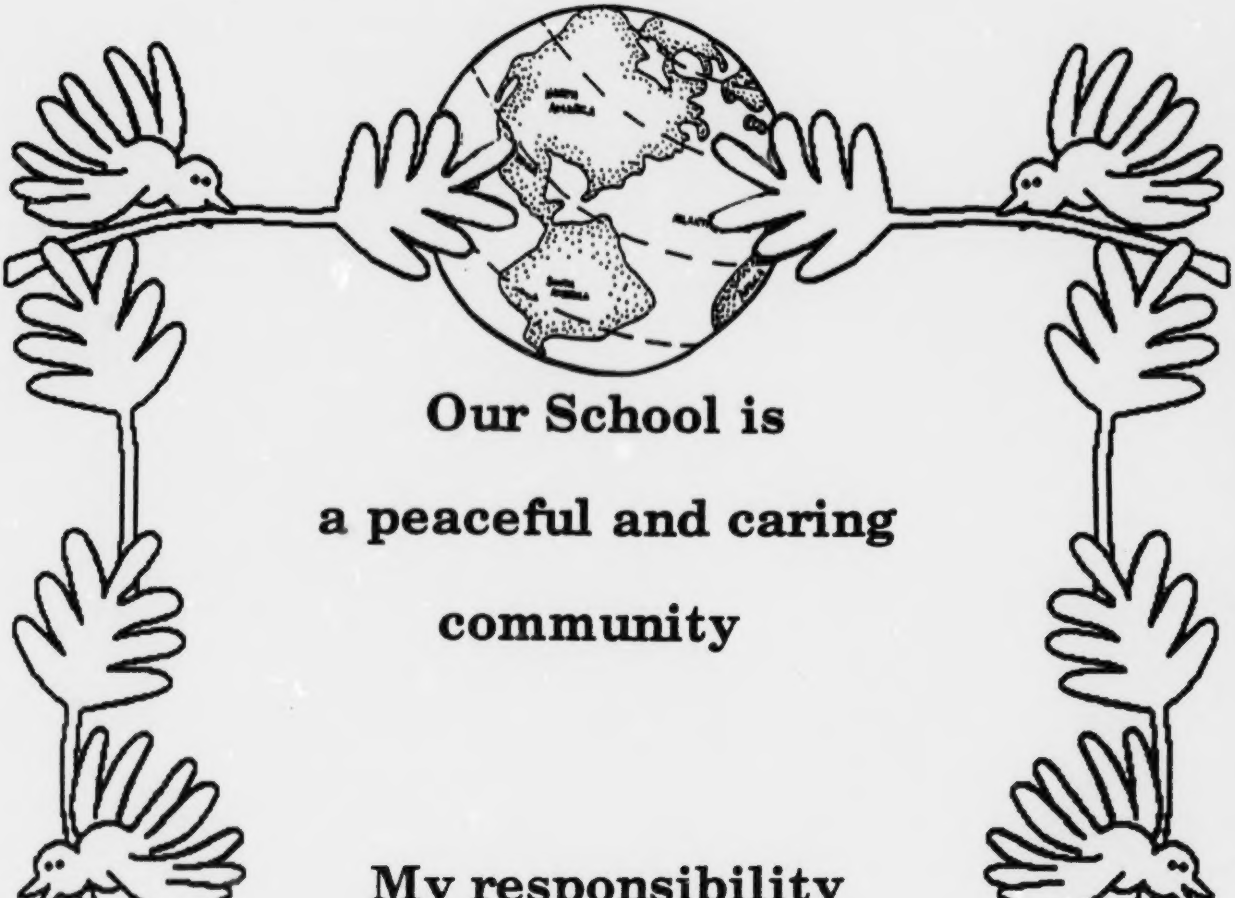
PUPPET: You mean, the . . . *(whispers in Counselor's ear)*?

Counselor: Yes, you're right!

PUPPET: Well, that's a good idea because you have been ignoring some of the things I've said today.

Counselor: Yes, well, we'll talk about that another time. Thank you for letting us come in to talk to you today!





Our School is

a peaceful and caring

community

**My responsibility
is to act in a way
that will not hurt
myself or others.**

Adapted from Boise Public Schools.
Used with permission.

THE RIGHTS WE HAVE IN THIS CLASSROOM

I have a right to be treated with kindness in this room;
This means that no one will laugh at me, tease or
Insult me.

I have a right to be myself in this room;
This means that no one will treat me unfairly because
I am fat or thin, fast or slow, boy or girl.

I have a right to be safe in this room;
This means that no one will threaten me, bully me,
Push me or destroy my property.

I have a right to be heard in this room;
This means that no one will yell or shout, and my
Opinions will be considered in any plans we make.

I have a right to learn about myself in this room;
This means that I will be free to express my feelings
And opinions without being interrupted or criticized.

from The Assist Program

Dear Parents,

Today your kindergarten student participated in the first classroom guidance lesson. In this lesson, the school counselor and a puppet, *(name)*, taught four important rules to help keep classrooms peaceful during lessons and discussion. These rules are

(1) one person talks at a time
(2) no "put-downs" are allowed
(3) listen actively, with eyes and ears, and
(4) everyone has the right to "pass" (not give his/her ideas out loud)

Your child will usually like to share at home what she/he has learned at school. Perhaps the following ideas will be helpful.

Suggested At-Home Activities:

1. Ask your child to tell you about the lesson the puppet taught today. (Do this when you can really listen to what your child is saying - maybe at dinner time or at bedtime).

2. Use these same rules at home at the breakfast and dinner table, when several family members are talking together.

3. Be a good role-model for your child. For example, look and listen when your child is talking.

4. Remember that "put downs" stay with any of us a long time. Do you remember a time when a teacher, parent or friend put you down? Don't allow put-downs in your family. Help children choose positive ways to express their ideas.

LESSON 2 **Time Required: 30 minutes**

Goal: To help children develop the skill of active listening.

Outcome Statement:

The student will be able to demonstrate active listening in classroom discussion by using these steps: (1) look, (2) stay still and (3) think.

Supplies Needed:

Puppet (from Lesson One)
Letter to parents (included)

Resources/References:

Forte, I. (1990) *Fall Clip Art a la Carte*. Nashville, TN: Incentive Publications, Inc.

McGinnis, E., and Goldstein, A. (1990). *Skill Streaming the Elementary Child*. Champaign, IL: Research Press Company.

Room Arrangement: Students seated in a circle on the floor.

Key Words: active listening

Anticipatory Set:

Poster or Chart paper with the heading "Listening Steps" followed by the steps written in English and Spanish:

1. Look	Mira
2. Stay Still	Silencio
3. Think	Piensa lo

SAY: "In school one of our main jobs is to **listen actively** with eyes and ears, so we can learn what our teacher is teaching us. Today, we are going to learn how to **actively listen** by using these three steps." *(Point to chart and read it aloud).*

"Remember, **active listening** is also one of the group rules we learned last week."

Lesson Activities:

Say: "Let's play a game to see how carefully you listen. The game is called 'Simon Says.' I will tell you what Simon Says and you will do the action Simon Says. For example, if I say, 'Simon says fold your arms,' show me what you would do." *(Children fold their arms across their front).* "Good job. Sometimes, Simon will say part of the instructions and point out part of the instructions, like this."

'Simon says, 'Wrinkle your_______' *(point to nose) (Give children time to do actions.)*

"Remember, if I don't use the words 'Simon Says,' you do not do the action, you just sit still."

Say: "You can see that to play this game you must: *(point to chart)*

Look at me so you won't miss any clues
Stay Still - so your ears can hear
Think - about what you are hearing.

"Are you ready? Here we go."

(Give some instructions without saying, "Simon Says")

SIMON SAYS: Stand up.
Hop one time on your (point to foot)
(If some children hop more than once, discuss this)
Sit down
Pull your own *(point to ear)*

Close your eyes
Clap your hands
Open your eyes
(Discuss who opened eyes before "Simon said.") It's important to follow all the instructions.
Sit up straight
(End of game)

Discussion:

ASK: "In order to play our game of "Simon Says," what three things did you have to do to be a careful listener?" *(Have children volunteer answers.)*

Practical Application:

Use puppet to review points of the lesson while children demonstrate.

SAY: "_________ *(name of puppet)*, our friend wants to be sure you are all good listeners."

(Use puppet dialog, included.)

PUPPET DIALOG

PUPPET: *(jumping for joy)* Did I hear my name? Did someone say I could visit you again? Did someone say I want to be sure you are all good listeners? Well, that's right, boys and girls. Let's see what you know! Who can show me where a careful listener puts his or her hands while they are listening?" *(Answer: In lap or on desk, etc.)*

"That's good!"

Counselor: I can see that these students know how their hands help us listen carefully!

PUPPET: Good listening also means watching the speaker.

Counselor: You are right. What do we use to watch the speaker? *(eyes)*

PUPPET: I can see my friends were listening to the lessons today.

Counselor: They're practicing very good listening, aren't they?

PUPPET: Here's a hard one. When you are listening, we have to have our thinking caps on--so we think about what the speaker is saying.

Counselor: Right. Let's be sure we have our thinking caps on! *(Demonstrate and have children pretend to put "thinking caps" on.)*

PUPPET: This has been great! All my friends know how to be super-listeners. You know what I always say:
(Counselor points to each part as puppet sing-songs the rhyme)

Hands and eyes and
Ears and brain . . .
Help me listen
To what you're sayin'

(Puppet exits)

Dear Parent:

Kindergarten children worked on the "Three Steps for Careful Listening" in their classroom guidance lesson today. These steps are (1) Look, (2) Stay still and (3) Think. We also learned the Spanish words for these steps: (1) Mira, (2) Silencio and (3) Piensa lo.

Since careful listening is crucial to managing school work, it is important for every child to learn good listening skills. Your child can practice the basic steps to careful listening at home with your help. Below are some ideas that may be useful.

Suggested Home Activities:

1. Ask your child to explain the "Simon Says..." game she/he played at school_____then, play the game as a family.

2. Practice having your child look at you when you are speaking to him/her and vice versa.

LESSON 3 **Time Required: 30 Minutes**

Goal: To help children express the conflicts they experience.

Outcome Statement: The student will be able to explain with words a conflict situation that happened to him/her.

Supplies Needed:

"Tug of War" transparency (made from top of student handout)
Overhead projector
Handout "Conflicts Are Like a Tug of War" (one per child)
Letter to parents (included)

Resources/References:

Graphic Source Clip Art (1986). Wheeling, IL: Graphic Products Corporation.

Room Arrangement: Children seated in circle at desks or on the floor.

Key Words: tug of war conflict solve describe

Anticipatory Set:

Show students the "Tug of War" overhead.

SAY: "Look carefully at this picture. Think about what the children are doing and what is happening."

(Be sure all children can see).

Wait 1-2 minutes, then SAY: "Let's use the group skills we learned to talk about this picture. Remember: (1) one person talks at a time and we raise our hand when we want to speak, (2) no put-downs, (3) use active listening, like we learned: look, stay still, think and (4) you have the right to pass."

ASK: "Who can tell me what is happening in this picture? What does each team want? Are the children having fun? What might happen that would make some children unhappy?"

"Sometimes we get into a "Tug of War" or a conflict with people we know--maybe someone at home or a friend at school. Today we are going to learn about living peacefully even when we are in a "Tug of War."

Lesson Activity: Story, "Kevin, Nancy and the Tug of War" (included).

Practical Application: (Go-around of "Conflicts")

ASK: "Why did Mrs. Tyler want to have Kevin and Nancy tell her about their conflict? *(First step in working on our problem; to see their ideas)*

SAY: "All of us have conflicts. I have and you have. Maybe you had to move to a new school, or someone was mean to you, or your teacher gave you work that seemed too hard."

"I'd like you to describe a conflict you have had. Let's take turns telling about a conflict you have had, using our group rules."

(Help children keep sharing brief).

"Describing our conflict is the very first thing we have to do to begin solving the problem. Sometimes we share with others, like you just did, and sometimes we just think the ideas to ourselves."

"Next week we will learn some ways to help work out our conflicts. Give each student the worksheet. Instruct them to share these with parents."

Suggested Home Activity:

Student Tug-of-War Handout
Letter to parents (included)

Evaluation: Observation of students' use of these skills.

Kevin, Nancy and the Tug-of-War

Kevin and Nancy had lived side-by-side in just-alike houses on Maple Street as long as either of them could remember. And they had always been "best friends."

Nancy and Kevin walked to school together and played after school together. One time when a school bully teased Nancy, Kevin was the first one there to chase the bully away. When Kevin's father became very sick and went to the hospital, Kevin told Nancy before he told anyone else. Nancy didn't make fun of him when he cried. She was his best friend.

Then, one day, a new family moved into the house across the street. The new family had twin boys, named Jake and Jack. At first, Nancy and Kevin thought it was fun to have new friends. But soon everything changed. "We don't like girls," said Jake and Jack.

They wanted to play only with Kevin. "Nancy can go play with her dolls," they said.

Kevin felt bad that Nancy wasn't included. But, he had to admit, it really was fun to play with Jake and Jack. He liked the new games and toys they had at their house.

Nancy sat on the sidewalk all alone. Tears slid down her cheeks. "It's not fair that Kevin left me all alone," she thought to herself. "Girls can play just as good as boys!" She felt so sad and lonely.

Kevin saw Nancy sitting by herself. "Let's ask Nancy to play with us," he told Jake and Jack. "No girls," said Jake. "No girls," said Jack. Kevin felt like he was in a tug-of-war. Nancy felt like she was in a tug-of-war, too.

Mrs. Tyler, Kevin's teacher, noticed Kevin spent most of his time with Jake and Jack. She noticed Nancy spent most of her time alone looking very sad.

"These children are in a 'tug-of-war'," said Mrs. Tyler to herself. "Let me think what I can do to help. "First, I'll have each of them tell me their side of the story," she said to herself. "Describing a conflict in words helps get the problem solved."

Mrs. Tyler was a very nice teacher but it was hard for Kevin and Nancy to put their "tug-of-war" in words. "Each of you just tell me what happened to you," Mrs. Tyler said kindly.

Nancy spoke first. She talked about being left alone. She had wanted to play with Jake and Jack, too.

Kevin said he had left his best friend, Nancy, because Jake and Jack told him to. "Now that I have heard your side of the story," Kevin told Nancy, "I understand how selfish I have been. I really like to play with Jake and Jack, but I don't need to play with them all the time. Besides, I've been missing you, Nancy." Kevin said.

"That's a good idea," said Mrs. Tyler. "It really helps when we put our conflicts in words."

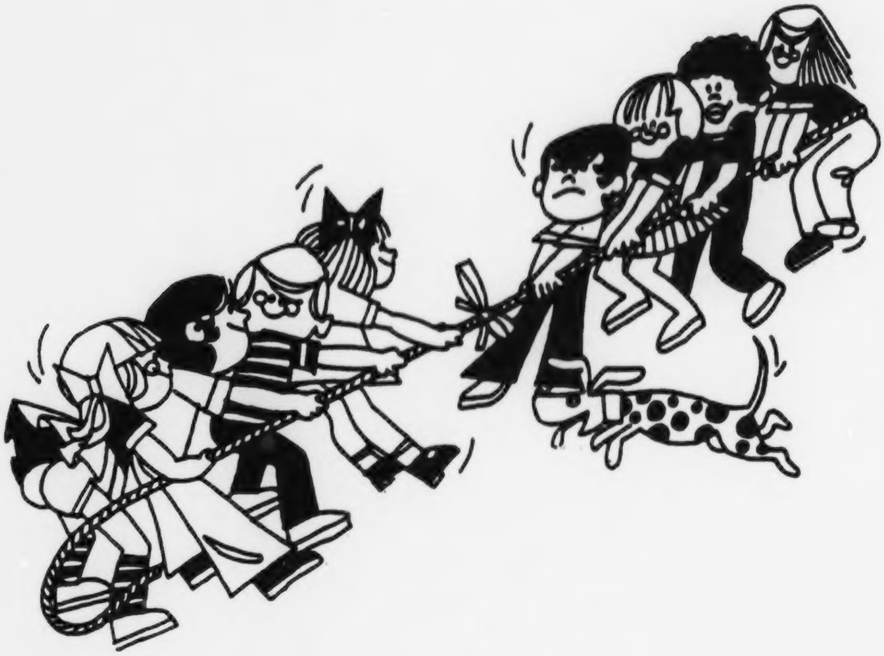
Nancy sighed. "I feel better now. I'm glad we are still friends."

"Me, too," said Kevin. "Come on, Nancy, let's walk to my house. I want to show you my new roller blades."

"O.K.," said Nancy with a great big smile.

"I'm glad that tug-of-war is over!" said Mrs. Tyler to herself. "They are such good friends."

CONFLICTS ARE LIKE A TUG-OF-WAR



DESCRIBE THE CONFLICT

HELP SOLVE THE PROBLEM

ACTIVITY: MAKE UP A STORY ABOUT THE PICTURE.

TELL WHAT THESE WORDS MEAN: DESCRIBE
CONFLICT

Dear Parents:

Young children often have trouble talking about the conflicts that happen in their lives. When there is an argument between a child and his/her playmate, for example, a young child may feel frustrated and angry but she/he may not know how to describe the situation. Being able to tell what happened is an important first step in resolving conflicts.

At school today your kindergarten student learned that conflicts are often like a tug-of-war. The child may feel pulled in several directions. You can help increase your child's willingness to talk about problems. Following are some ideas that may be useful.

Suggested Home Activities:

1. Review your child's take-home paper, "Conflicts Are Like a Tug-of-War." Talk about the picture and the word definitions. Encourage him/her to make up a story about the picture.

2. Post the hand-out in a prominent place, where it can serve as a reminder to your child to talk with family members about the conflicts he/she may have.

3. Encourage your child to explain his/her side of the story when conflicts occur.

4. Use family meal times to discuss events that happened during the day with each family member sharing. Keep the discussion positive, encouraging and supportive.

LESSON 4 **Time Required: 30 MINUTES**

Goal: To help children develop problem-solving skills that will diminish the use of tattling.

Outcome Statement: The student will be able to distinguish the difference between telling and tattling; the student will resist the use of tattling in the school setting.

Supplies Needed:

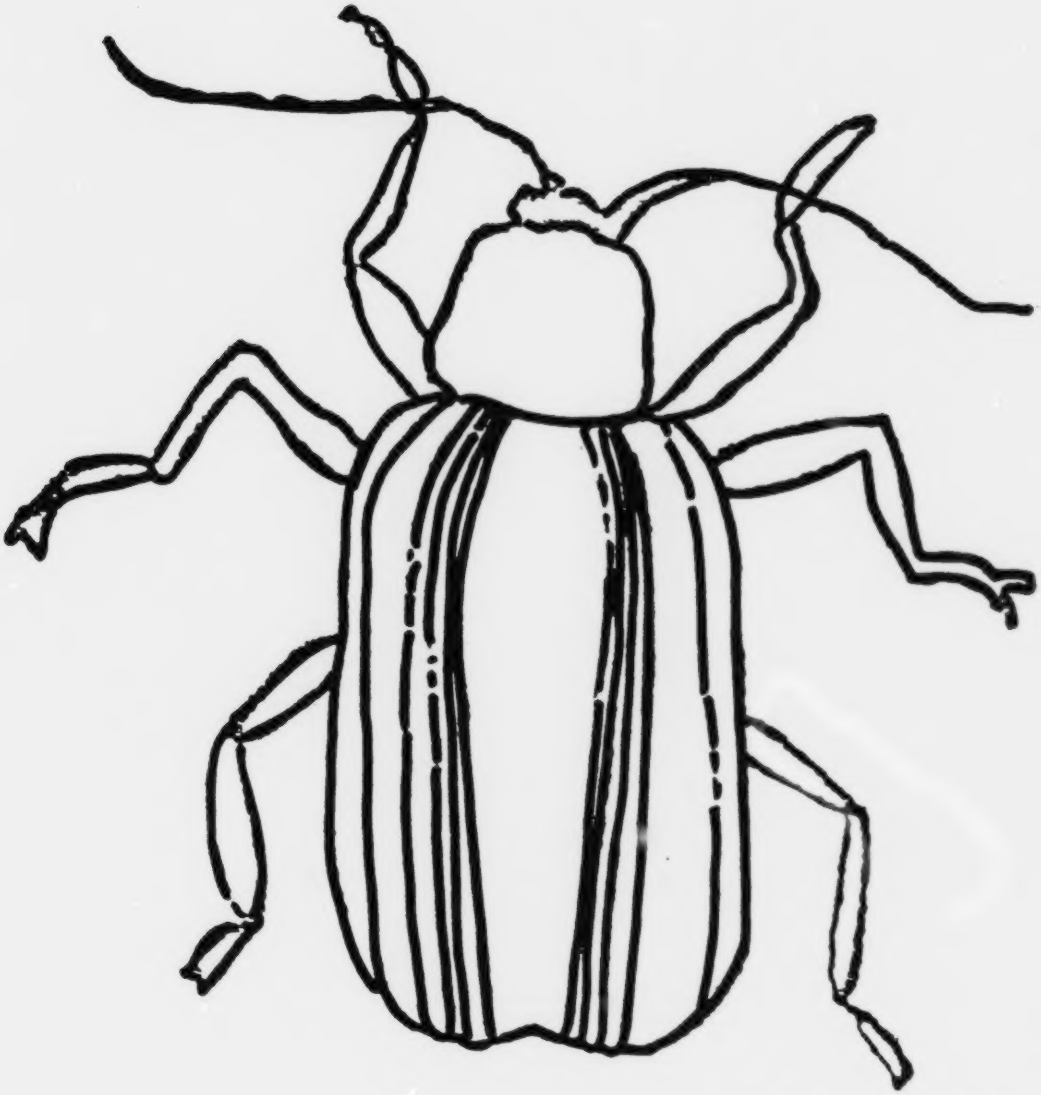
Colored poster showing a bug and a butterfly (patterns included)
Student worksheet "Bugs or Butterflies"(one per student)
Stickers (butterflies, if available) (one per student)
Word strips: tattle, tell, big, little, bug, butterfly
Double sided transparent tape or tack-a-note adhesive stick
Students will need pencils
Letter to parents. (included)

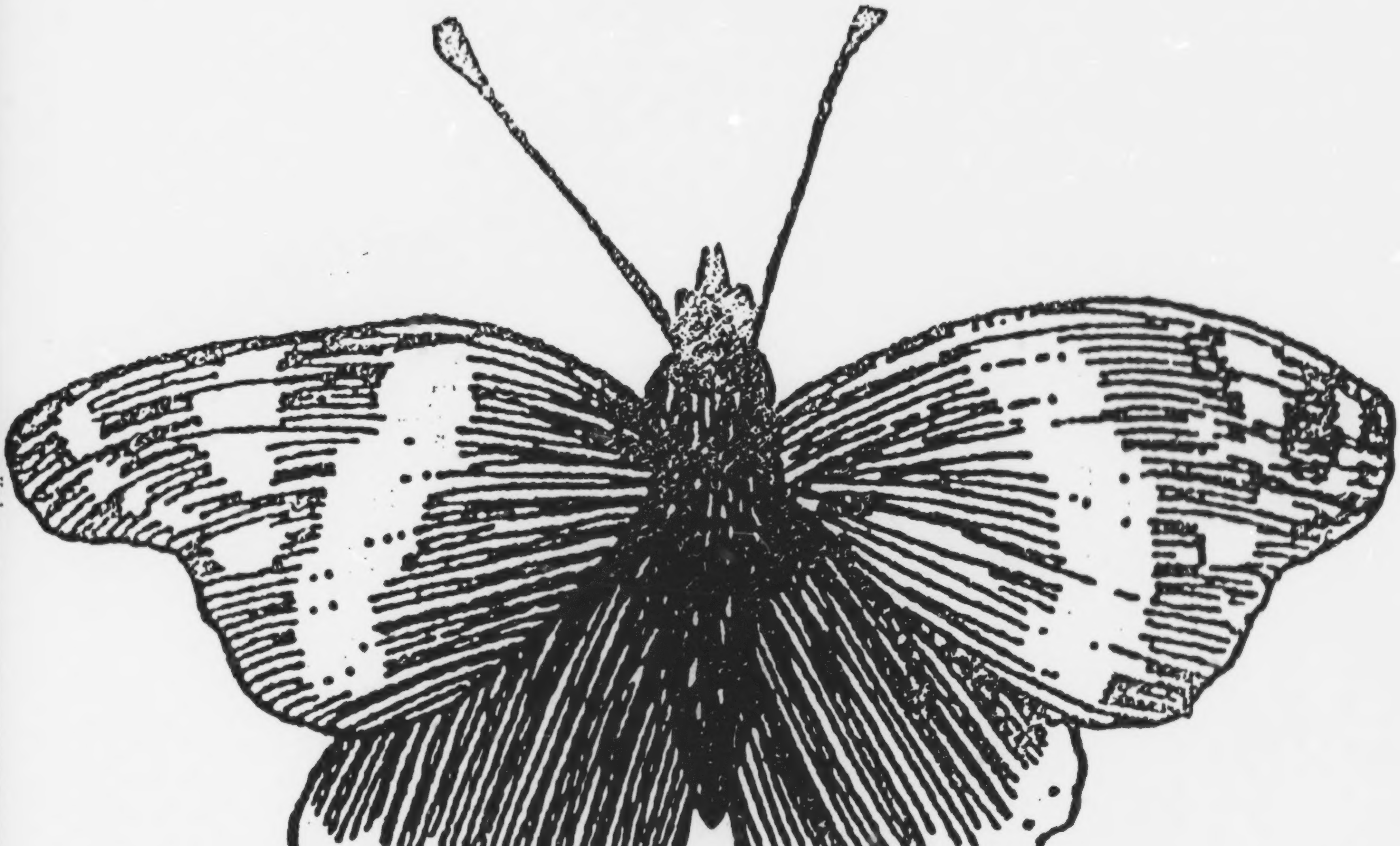
Resources/References:

Forte, I. (1990). *Spring Clip Art a la Carte* (1990). Nashville, TN: Incentive Publications, Inc.

Room Arrangement: Students at desks in classroom.

Key Words: tattletale telling



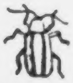
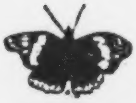


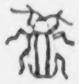
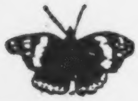
BUGS OR BUTTERFLIES?

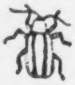
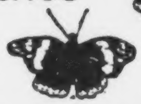
TATTLERS are like bugs. Every problem seems big. They run for help about every conflict. Little conflicts can often be handled by ignoring them or by walking away.

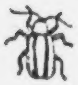
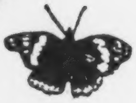
TELL-ERS are like butterflies. They know some conflicts are big and some are little. Grown-ups must be told about big conflicts. Tell-ers are not tattlers.

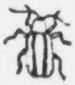
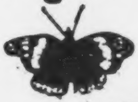
Below are several different conflicts. Decide whether the conflict is a "bug" or "butterfly" conflict. Then, circle the picture that describes the problem.

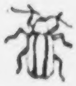
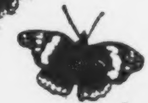
 teasing 

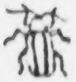
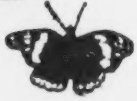
 playing with matches 

 making faces 

 threatening to fight 

 bullying 

 crowding in line 

 keeping a toy too long 

LESSON 5

Time Required: 30 minutes

Goal: To help children make appropriate independent choices in their response to conflicts.

Outcome Statement: The student will be able to select from four choices on the "Action Choices" wheel to help him/her resolve conflicts independently and appropriately.

Supplies Needed:

"Action Choices" wheel (on bright paper) (one per child and one enlarged copy for the classroom)
"Action Choices" transparency
Overhead projector
"Bugs and Butterflies" poster with word strips (from lesson 4)
Letter to parents (included)

Resources/References:

Dellosa, J., and Carson, P. (1988). *Clip art Collection II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Forte, I. (1990). *Winter Clip Art a la Cart* (1990). Nashville, TN: Incentive Publications, Inc.

Gerne, T., and Gerne, P., (1986). *Substance Abuse Prevention Activities for Elementary Children.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

O'Neill, B., and Glasss, D. (1991). *Kelso's Choice: Conflict Management for Children* P.O. Box 30, Winchester, OR, 97495, (503-672-3826: Rhinestone Press.

Room Arrangement: Students at desks in classroom.

Key Words: choice responsibility threats bullying

Anticipatory Set:

Display chart of "Bugs and Butterflies." Review with children the difference between bug-like (small) conflicts and butterfly-like (big) conflicts.

Lesson Activities:

SAY: "Instead of being a 'tattle tale' about little problems, we can usually find our own ways to end the conflict. We have a choice of the actions we take."

(Put transparency of Action Choices wheel on overhead projector).

ASK: "What is happening to the people in the middle of the circle?" *(Have students respond by raising hand, one person speak at a time, etc...)*

ANSWER: related to tug-of-war or conflict.

SAY: "What are some examples of small problems these people might be having?" *(Have students respond with ideas like someone is teasing, crowding in line, keeping a toy too long, etc...)*

"What could be a big problem they might be having?" *(Have students respond with ideas such as someone is cussing, fighting, playing with a knife).*

SAY: "If they are having a big problem, what should someone do?" *(Point to boy running at lower end of transparency)*

ANSWER: Tell a grown-up immediately.

SAY: "But, if they are having a small problem, the ideas in the 'Action Choices' wheel should be tried." (*Read the choices together and explain a use for each. Examples: Playing with a kid who keeps cheating. Your choice: walk away, go to another game, etc...)*

Practical Application:

Give students some sample situations. Read the situation; have students choose a response and raise their hand to be recognized.

SITUATIONS:

1. Three boys are playing with the basketball. You try to join in, but they will not throw you the ball.
2. At recess, one of the boys in your class is showing his friends some cigarettes he brought to school.
3. You are playing jump rope. When it is your turn, the girls holding the rope raise it a little so it is harder for you to jump.
4. Some kids tease you because you have red hair.
5. A friend brought mini-chocolate bars in his lunch. He gave some to everyone sitting by him except you.
6. One of the boys keeps trying to push the girls off the top of the high slide.

Give students a copy of the "Action Choices" wheel. Discuss where they could put this at home to help them remember to try these choices for at-home conflicts, too.

Remind students their teacher has a copy for their room at school.

Related School Activities:

Share the "Action Choices" wheel with recess and lunch-duty staff so they can assist students in continued use of this tool.

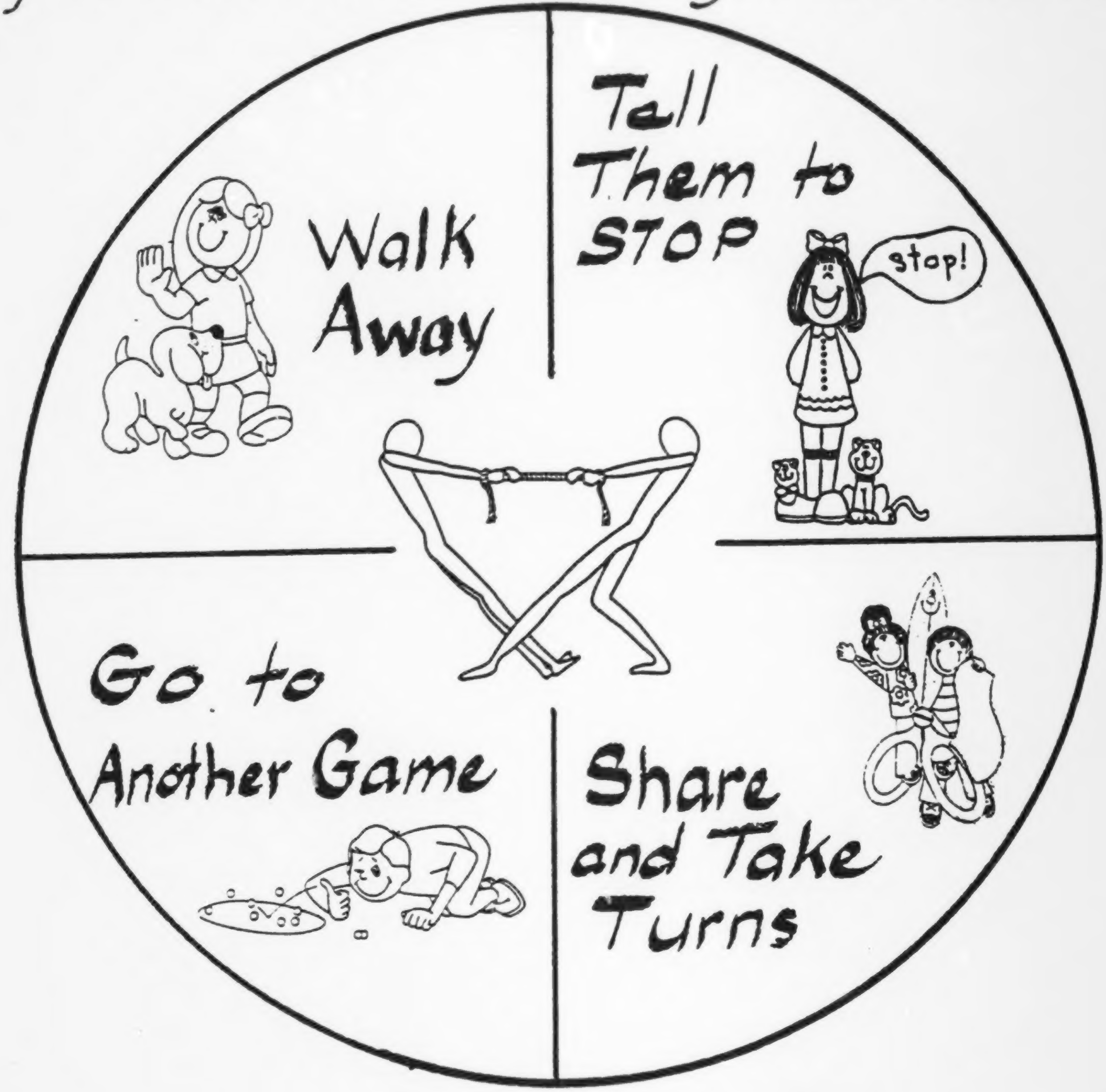
Encourage teacher to post the wheel and direct tattlers and others with small conflicts to use it.

Related Home Activity: Letter to parents (included).

Evaluation: Encourage school-wide use of the "Action Choices" wheel.

Action Choices

Try at least two ideas when you have a conflict:


Walk Away
Tell Them to STOP
stop!
Go to Another Game
Share and Take Turns

Tell a grown-up for:

- fighting
- bullying
- bad language
- threats

Adapted from O'Neill and Glass; Kelso's Choice: Conflict Management for Children
P.O. Box 30, Winchester, OR (503-672-3826)

Dear Parents:

The final classroom guidance lesson in the "Making Our School a Peaceful Community" unit was presented to your child's kindergarten class today. The lesson reviewed materials from the previous weeks and especially focused on making choices about big and small conflicts.

It is helpful for children to learn ways to handle small problems independently. To start children thinking about choices, each child was given an "Action Choices" wheel with four choices. These choices would be appropriate for a wide variety of small problems. The handout also reminds children to get help from a grown-up immediately for big problems, such as those that might bring danger to a child.

Children need to know their parents are concerned about their problems. By discussing the "Action Choices" wheel with your child, you will assure him/her that you believe in his/her ability to begin making wise choices even at a young age.

Suggested Home Activities:

1. Let your child tell you about the "Action Choices" wheel and share his/her perceptions of each choice.

2. This might be an excellent opportunity to review personal safety issues with your child. Add such concerns as too friendly strangers, inappropriate touching and other concerns to the "tell a grown-up" list at the bottom of the chart.

3. Besides his/her teacher and parents, talk to your child about other safe grown-ups that could help with big problems (neighbor, minister or priest, relative, etc...).

4. Post the "Action Choices" wheel in a convenient place for quick reference. Encourage your child to choose from the ideas given when she/he is confronted with a small problem.

POST-TEST SESSION Time Required: 10-15 Minutes

Goal: To collect post-unit data for comparative review with pretest.

Supplies Needed:

Unit pretest/post-test (one per child)
Happy face stickers (one per child)
Students need a pencil

Anticipatory Set: Counselor tells class purpose of today's visit.

Lesson Activities:

SAY: "For the past several weeks we have learned some very important lessons to help us make our school a more peaceful place."

"These lessons will also help us get along better with our friends and family."

"Today I want to give you a worksheet we used at the very beginning of our unit. Let's see what these words mean to you now."

(Pass pretest/post-test sheets to students.)

"You will see words on the paper, followed by faces. One face is smiling, the next face is sad and the next face is uncertain. It doesn't know what to think at all."

"I'm going to read each word to you. Then, you circle the face that you think matches the word."

"Let's do the first word together. The word is recess. For you, does that word go with a smiling face, a sad face, or an uncertain face? Circle your choice.

(Be sure each student understands the instructions, then continue with the post-test).

At the end of testing, collect the papers, then as you pass out stickers

SAY: "I have really enjoyed teaching you. Now, I hope you will all keep using the things we have learned. When you want to, you can come to my office--or see me in the lunchroom or hall and tell me how you are doing!"

RESOURCES/REFERENCES FOR KINDERGARTEN LESSONS

Dellosa, J., and Carson, P. (1988). *Clip Art Collection II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Forte, I. (1990). *Fall and Spring Clip Art a la Carte.* Nashville,TN: Incentive Publications, Inc.

Gerne, T., and Gerne, P. (1986). *Substance Abuse Prevention Activities for Elementary Children.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Graphic Source Clip Art. (1986). Wheeling, IL: Graphic Products Corporation.

Guidance Units K-Grade 6. (1991). Boise: ID: Boise Pubic Schools.

McGinnis, E., and Goldstein, A. (1990). *Skill Streaming the Elementary Child.* Champaign, IL: Research Press Company.

O'Neill, B., and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* Winchester, OR: Rhinestone Press.

UNIT CONTENTS
GRADE ONE

Page

Unit Summary: Lesson Goals and Outcome Statements. 36

Supplies Needed for this Unit 37

Pretest Session 39

Lesson One 41

Lesson Two 46

Lesson Three 50

Lesson Four 54

Lesson Five 58

Post-test Session 62

Resources/References 64

UNIT SUMMARY: LESSON GOALS AND OUTCOME STATEMENTS
Grade One

Goal 1: To help children understand the components of a peaceful school community and to see themselves as a part of that setting.

Outcome Statement: The student will be able to describe the components of a peaceful school and practice contributing to a peaceful environment.

Goal 2: To help children understand the importance of listening and to develop listening skills.

Outcome Statement: The student will be able to demonstrate "whole body" listening skills in a classroom setting.

Goal 3: To help children identify feeling words and to understand that all feelings are acceptable but they must be dealt with appropriately.

Outcome Statement: The student will be able to express his/her feelings by using a two-part "I-message."

Goal 4: To help children improve coping skills in response to unhappy and uncomfortable feelings.

Outcome Statement: The student will be able to identify unhappy and upset feelings and choose helpful ways of coping with them.

Goal 5: To help children develop skill in choosing helpful reactions to feelings.

Outcome Statement: The student will be able to choose helpful reactions to feelings by means of a six-part "Action Choices" wheel.

SUPPLIES NEEDED FOR THIS UNIT

Pretest Session:

Pretest handout (one per child) copied on pastel paper
Stickers (one per child)
Students will need colored pencils, crayons or markers.
Letter to parents (included)

Lesson 1:

Poster of group rules
Student handouts: "I Can Help Make a Peaceful School" and "Ways to Make a Peaceful School Community"
Letter to parents (included)
Room arrangement: Pre-arrange with teacher

Lesson 2:

"Listening Poem" transparency
Overhead projector
Student handouts: "Listening Poem," (copied on bright paper) and "Listening Creature" (one per child of each).
Pre-recorded audio tape of these sounds:

*wadding up paper
*closing a desk drawer
*clicking a stapler
*dropping a pencil
*taking a cap off a marker
*shutting a door
*closing a book
*sharpening a pencil
*tearing tape
*writing on a chalkboard

Tape recorder
Letter to parents (included)
Pre-arrange "pairs" activity with teacher

Lesson 3:

"Feelings" poster-(varied commercial sources)
"Feelings" cube (pattern included)
"Storyteller" take-home handout (one per child)
Letter to parents (included)

Lesson 4:

Student activity sheet "Mixed Up Feelings" (one per child)
White or colored paper (one sheet per child)
Children will need scissors and paste or glue
"Feelings Chart (varied commercial sources)
Three sentence strips: "All Feelings Are O.K., but... ,"
"All Behaviors Are Not O.K."
"Reactions Must Not Hurt Me or Others"
Poster or chart paper with "Helpful Reactions" (pattern included)
Letter to parents (included)

Lesson 5:

"Action Choices" wheel
Student willing to role-play
Role-play props: baseball cap, puzzle
"Action Choices" hand-out (on bright paper)
"Action Choices" transparency
Overhead projector
Situation cards
Letter to parents (included)

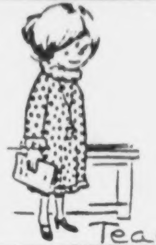
Post-test Session:

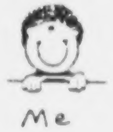
Post-test handout (one per child; copied on a pastel paper different from pretest)
Stickers or appreciation cards-one per child (available commercially)
Students will need one of following: crayons, colored pencils, marker

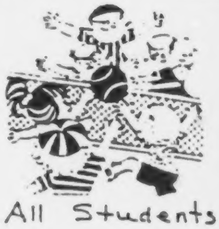
BEST COPY AVAILABLE

Grade One – Pretest/Post-test

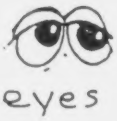
1. Who can help make school a peaceful place? Circle as many answers as you find.

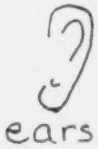


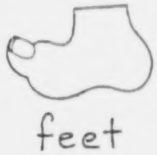


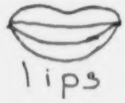

All Students

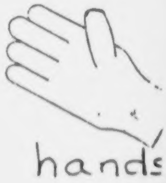
2. What parts of our body help us listen to others? Circle as many answers as you find.



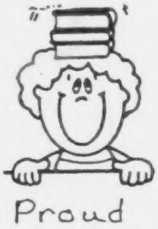


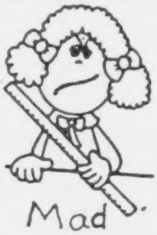


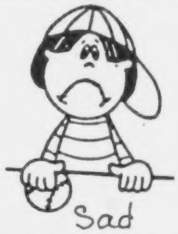


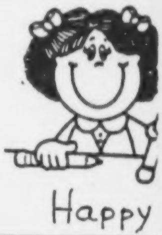


3. Which faces show feelings that are O.K. to have. Circle as many answers as you find.

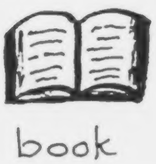


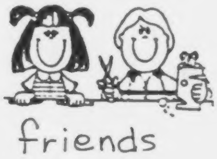


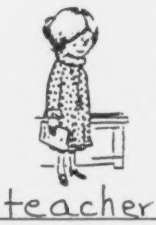


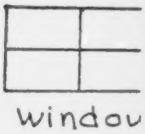


4. When your teacher is talking to your class, what should you look at? Circle the answers you find.

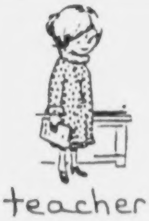


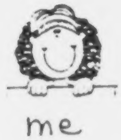


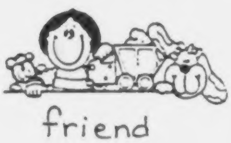


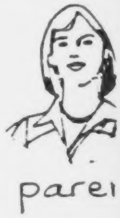


5. If your friend will not share a toy with you, who decides how you will feel? Circle one answer.

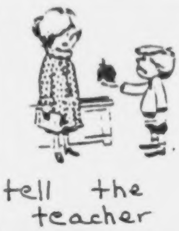
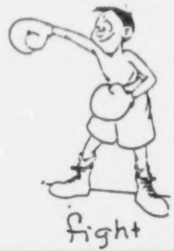


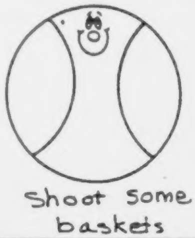
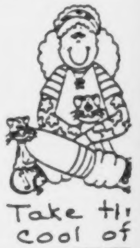




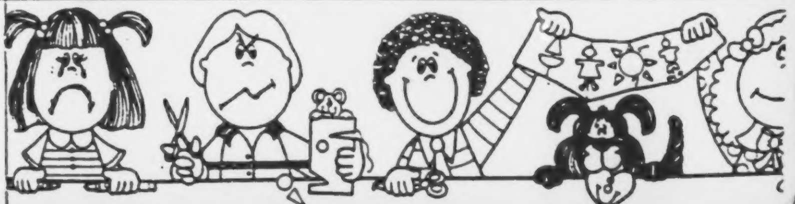


6. What would be a good thing to do when you feel mad? Circle all the answers you find.


tell the teacher



shoot some baskets

Take the cool off

7. Which face shows how you feel at school? Circle as many answers



Dear Parent:

The school community is truly a melting pot which represents all the varied families with their unique customs, traditions and life styles in our school district. School is a wonderful place for children to safely experience a wider world: to hear children who speak another language, to play with other children and to see that many very nice people have different ideas and values. On the other hand, it can be very confusing to children who are not used to playing with large numbers of children, to those who have not been exposed to group activity and discipline or to those who follow different rules.

To help children work and play together cooperatively, your school's Guidance Department has planned a series of lessons to be taught once each week for five weeks in the first grade classrooms. The curriculum for these lessons has been developed by Caldwell school counselors specifically for the needs of our children.

The goal of each lesson is as follows:

Lesson One: To help children understand the components of a peaceful school community and to see themselves as a part of that setting.
Lesson Two: To help children understand the importance of listening and to develop listening skills.
Lesson Three: To help children express their feelings as a basic skill in problem-solving.
Lesson Four: To help children improve coping skills in response to unhappy and uncomfortable feelings.
Lesson Five: To help children develop skill in choosing helpful reactions to feelings.

Each lesson will include a letter to parents, which your child will be asked to take home. The letters include a summary of that day's lesson and suggested ways parents can help the child use what she/he has learned by practicing at home.

If you have questions concerning the "Making Our School a Peaceful Community" unit, please call *(counselor's name)* at *(phone number)*.

LESSON 1 **Time Required: 30 Minutes**

Goal: To help children understand the components of a peaceful school community and to see themselves as a part of that setting.

Outcome Statement: The student will be able to describe the components of a peaceful school and practice contributing to a peaceful environment.

Supplies Needed:

Poster of group rules: (1) one person speaks at a time
(2) everyone looks and listens to the speaker
(3) no one uses put-downs
(4) everyone has the right to "pass"
Student handouts: "Ways to Make a Peaceful School Community," and "I Can Help Make a Peaceful School." (one per child)
Room arrangement: Pre-arrange with teacher
Letter to parents (included)

Resources/References:

Davis, K., and GoWell, D. (1990) *The Million Dollar Machine Skills Enrichment Guide*. Mt. Holly, NJ: GoWell and Kent, Inc.

Room Arrangement: Students seated on floor in a circle.

Key Words: group rules peaceful

Anticipatory Set: *Use "go around" in the circle (see seating arrangement).*

SAY: "Today we are going to talk about our school and ways we can help make it a peaceful place to work and play."

CONTINUE: "First, we know our group will be more peaceful if we all follow some group rules: I'll read them to you, then we'll say them together:

(1) one person speaks at a time
(2) everyone looks at and listens to the speaker
(3) no one uses put-downs
(4) everyone has the right to pass

(Read again and have children say them with you.)

ASK: "How do our group rules make our time together more peaceful?"

(Students respond)

Learning Activities:

Continue go-around

ASK: "What would boys and girls be doing in a peaceful school? Let's take turns around the circle, each giving an idea."

Student responses: playing together
doing their work
sharing games and toys
listening to teacher
helping one another saying please and thank you.,
etc....

When most answers have been given, or go-round is complete,

SAY: "What are some things we would not see happening in a peaceful school? *(Continue go-around.)*

Student responses: teachers yelling at kids
swearing
crowding in line, etc.
kids fighting
put-downs

When go -around is complete,

SAY: "Everyone who would like to be in a peaceful school, move quietly to your desk."

Practical Application:

Hand out student work sheet: "What Makes a Peaceful School?"

Give instructions as follows: "On this page are pictures of things that could be happening in a school. Draw a circle around all the pictures that would be happening in a peaceful school."

Give students time to respond; discuss answers with questions such as:

1. Who is sharing with a friend?
2. Who is being mean?
3. Who is being sad and lonely?
4. Who is taking turns?
5. Who is helping a friend?

Discuss ways these make a more peaceful school.

Hand out: "I Can Help Make a Peaceful School" checklist. Read with student; encourage them to practice in their classroom and in their school. See how many they can do by next week.

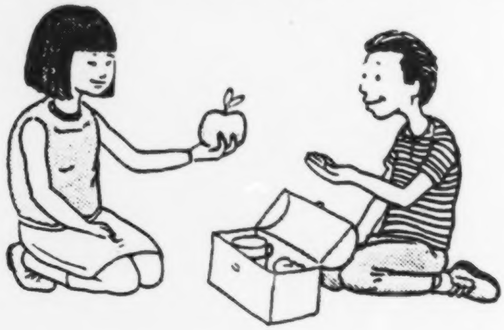
Related School Activity: Teacher could make this checklist an in-class game with students "catching each other" being helpful.

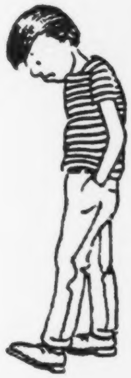
Suggested Home Activity: Letter to parents, included.

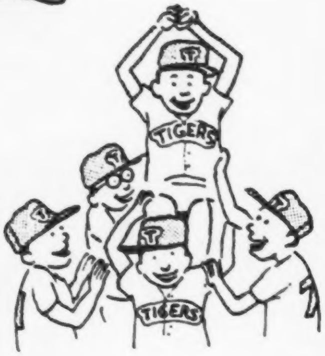
Evaluation: Ask to see the checklist next week. Give a sticker to any child who has one or more items checked.

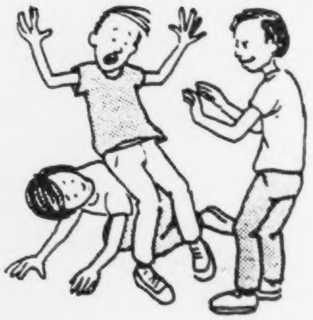
WAYS TO MAKE A PEACEFUL SCHOOL COMMUNITY

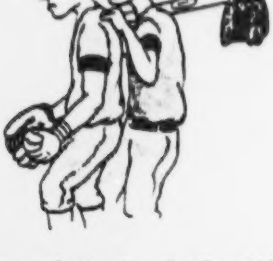
These pictures show students who could be at your school. Circle the pictures that show students who are helping make their school a peaceful community for work and play.

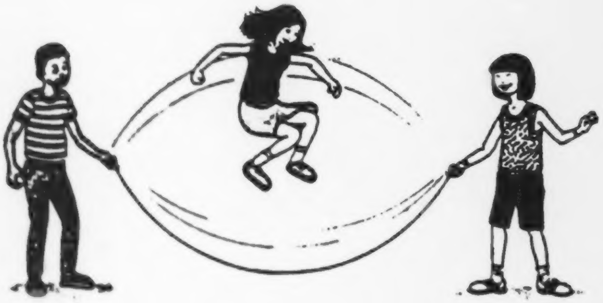












dapted from Davis and Kent, " The Million Dollar Machine Skills Enrichment Guide.
Used by permission."

I CAN MAKE A PEACEFUL SCHOOL

Our school will be a more peaceful place if everyone helps by being nice to others. You need to treat everyone the way you want to be treated. Put a check mark (✓) next to each of the good deeds you do for other people this week. Give the list to your teacher when you are done. Then, your counselor can see it.

1. Share something____________________________________

2. Open a door for someone____________________________

3. Take turns playing with a toy________________________

4. Pick up some trash___________________________________

5. Help a young child___________________________________

6. Give someone a compliment_________________________

7. Help someone with a chore__________________________

8. Help someone carry something______________________

9. Pick up something someone dropped_________________

10. Help your parents with a job at home_________________

Dear Parents:

Today, as a part of the "Making Our School a Peaceful Community" unit, your first-grader learned ways to make *(school name)* school a more peaceful place to work and play. Students used a worksheet, "What Makes a Peaceful School?" to help them "picture" activities that would be helpful. They also have a checklist of activities they can do to increase a peaceful environment in their school. Items on the checklist are:

1. Share something (take turns playing with a toy)
2. Pick up some trash
3. Open a door for someone
4. Give a compliment
5. Help someone with a chore
6. Help a young child
7. Help someone carry something
8. Pick up something someone dropped
9. Help your parents with a job at home

While the checklist is an at-school activity, most of these good deeds can be done at home, as well.

Suggested Home Activities:

1. Using the items on the checklist as a guide, "catch your child" doing these or similar good deeds at home. Let him/her know that these good deeds are appreciated and help make a happy, peaceful family.

2. Discuss the importance of a peaceful work environment with your child. Relate the school work environment to your place of employment. Discuss what would happen (in both places) if people were hollering, fighting and being mean to one another.

LESSON 2 **Time Required: 30 Minutes**

Goal: To help children understand the importance of listening and to develop listening skills.

Outcome Statement: The student will be able to demonstrate "whole body" listening skills.

Supplies Needed:

"Listening Poem" transparency
Overhead projector
Student handouts: "Listening Poem," (copied on bright paper)and "Listening Creature" (one per child of each)
Pre-recorded audio tape of these sounds:

*wadding up paper	*shutting a door
*closing a desk drawer	*closing a book
*clicking a stapler	*sharpening a pencil
*dropping a pencil	*tearing tape
*taking a cap off a marker	*writing on a chalkboard

Tape recorder
Letter to parents (included)
Pre-arrange "pairs" activity with teacher

Resources/References:

Cowan,C. and Palomares, S. (1992). *Teaching the Skills of Conflict Resolution.* Spring Valley, CA: Innerchoice Publishing.

Guidance Units K-Grade 6. (1991). Boise, ID: Boise Public Schools.

Room Arrangement: Children seated at their desk in classroom

Key Words: listening interrupt

Anticipatory Set:

Tell students their lesson today is about listening. Listening is an important part of learning how to have a peaceful classroom Explain the "Mystery Sound Game" to students. Tell them you are going to play some common sounds; see if they can guess what made the sound.

Turn on tape; play one sound at a time. Have students guess what made the sound.

Lesson Activities:

SAY: "What do we use to listen?
Children respond: probably-ears.

Put: "Listening Poem" transparency on overhead.

SAY: "Yes, our ears certainly are important. But, did you know that our ears hear better when they are given some help?

READ: "Listening Poem" - then have students read it along with you.

SAY: How can our eyes help us listen? *(Point to eye on overhead)*
Children respond:

How can our hands help us listen? *(Point to hands on overhead)*
Children respond:

How can our lips help us listen? *(Point to lips on overhead)*
Children respond:

How can our feet help us listen? *(Point to feet on overhead)*
Children respond:

Review these steps to careful listening:
*Look at the person speaking (eyes).
*Don't interrupt - or talk to someone else (lips).
*Keep feet and hands still.
*If you don't understand what the speaker said, ask a question.

Practical Application:

Divide students into pairs, then

SAY: "We are going to play a listening game. You and your partner are going to take turns being a tape recorder. You must listen very carefully to what your partner says. Then, when your partner says play back your recording, you are to repeat - just like a tape recorder - the things your partner told you.

Be sure every student understands the directions. Then, have students stand next to their desks, if possible, or around the room. Designate a speaker and recorder for each group.

Start the game. Switch speaker and recorder for second game.

Have students return to their seats

Briefly discuss: Who used eyes and lips to listen?
Who got every word taped? (could repeat exactly)
Who kept hands and feet still?

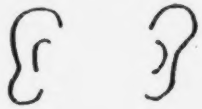
Suggested Home Activities:

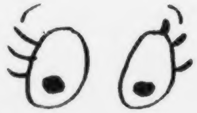
Give each student the "Listening Creature" worksheet to do at home (Explain to children they can cut out feet, hands, mouth and eyes and glue to face/body to remind them that listening is better if ears get help.)
"Listening Poem" handout to take home
Letter to parents (included)

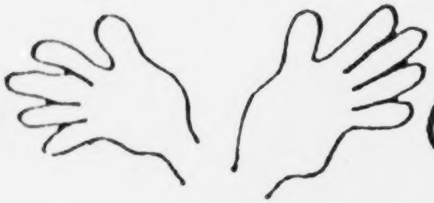
Evaluation:

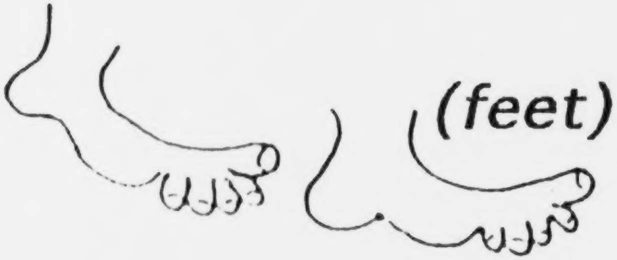
Teacher should be encouraged to have students bring their "Listening Creature" sheets back to class.

LISTENING POEM

We listen with our  (ears), of course,

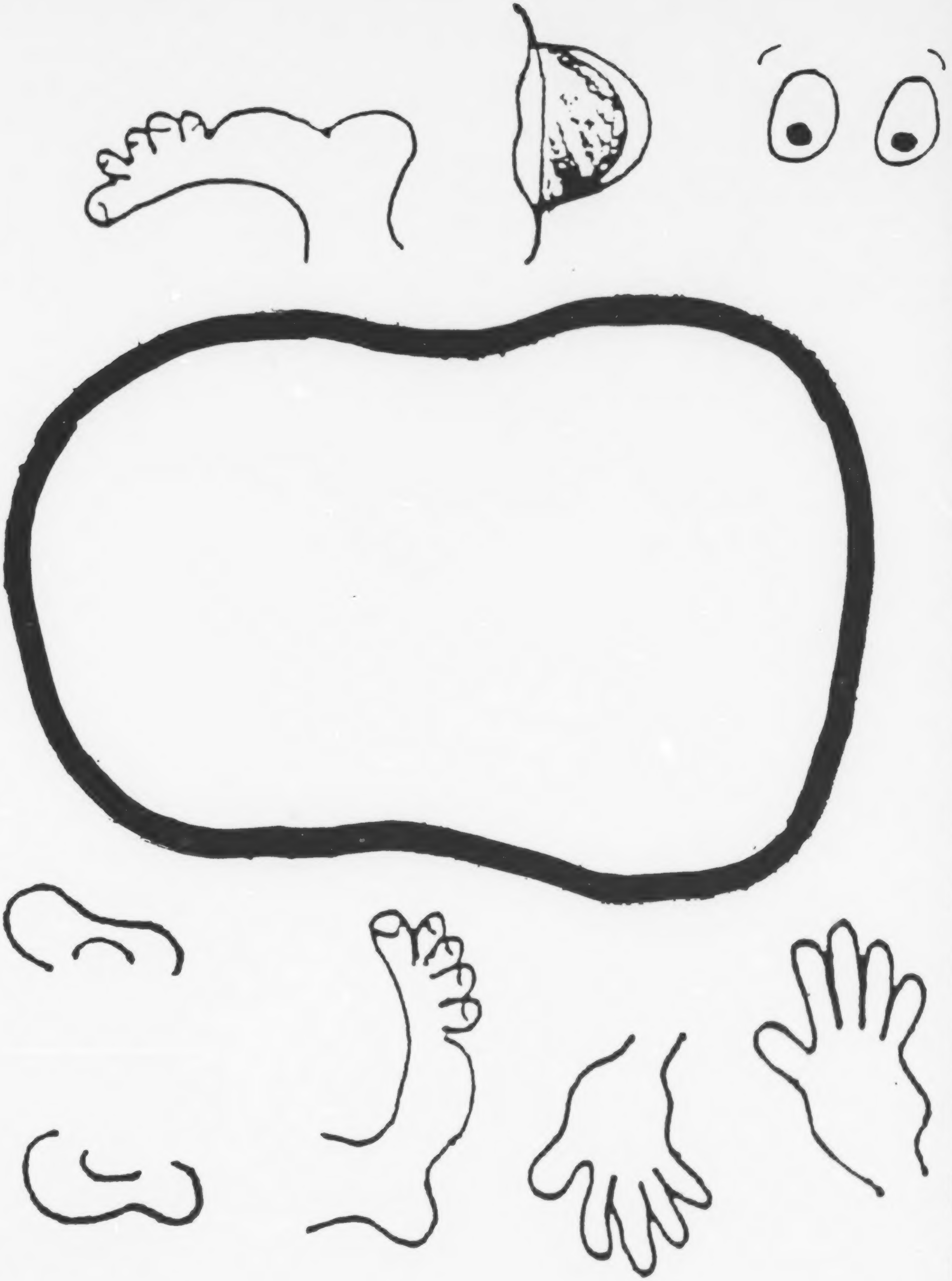
But surely it is true, That  (eyes),

And  (hands), And (lips),

And  (feet)

Can help us listen, too!

Adapted from Boise Public Schools. Used with permission.



From Boise Public Schools;
used with permission.

Dear Parents:

Listening is a skill parents expect their children to develop. It's frustrating when our children (spouse, friend, too!) hear but don't listen. At school, conflicts among children are increased if listening isn't done carefully.

Today, your first grader worked on listening skills. The ideas we used can be practiced at home, too.

Suggested Home Activities:

1. Read through your child's take-home paper, "The Listening Poem" with him/her. Post it in a prominent place as a reminder to use good listening skills.

2. Encourage your child to do the take-home activity sheet, "Listening Creature," then, discuss the creation she/he has made.

3. Review these helps to careful listening:
   * Look at the person speaking
   * Don't interrupt or talk to someone else
   * Keep hands and feet still
   * If you don't understand what the speaker said, ask question

LESSON 3 **Time Required: 30 Minutes**

Goal: To help children identify feeling words, and to understand that all feelings are acceptable but they must be dealt with appropriately.

Outcome Statement: The student will be able to express his/her feelings by using a two-part "I message."

Supplies Needed:

"Feelings" chart (available from several commercial sources)
"Feelings" cube (pattern included)
Story-teller" hand-out (one per child)
Letter to parents (included)

Resources/References:

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program Guide*. Mt. Holly, NJ: GoWell and Kent, Inc.

Guidance Units K-6 Grade (1991). Boise, ID: Boise Public Schools.

Room Arrangement: Children sit on floor in a circle; move to desks.

Key Words: feelings I-message

Anticipatory Set: *Hold up (or place on easel) "Feelings" poster.*

ASK: "Have any of you ever made some of these faces?" (Use group rules for responses from children).

POINT TO ONE FACE, THEN SAY: "Who made this face?" What happened to give you that feeling? *(Do 2-3 examples)*

THEN: Go over basic feeling faces and identify the word to describe the face *(Take responses from students).*

Lesson Activity:

Show student "Feeling" cube and explain rules for "Cube Game."

1. Each side of cube has the name of a feeling.
2. We will go around the circle, taking turns rolling the cube.
3. After the cube is rolled, the person who rolled it tells when they feel the feeling that is "up."
4. Someone else in the circle tells an appropriate way to show (respond to) that feeling. Then it is his/her turn to roll the cube.

Practical Application:

After all students have rolled the cube once change the rules as follows:

SAY: "We have the right to have any feeling - and all feelings are O.K., but we are responsible for our own feelings. Other people don't make us mad, or happy or sad. Have you ever heard someone say, "You make me so mad! ?" You may not like what the person has done, but how you feel about that is your choice - mad, frustrated or upset."

"Let's try the game this way:"

"Roll the cube, then, using the feeling that is "up" on the cube, say 'I feel________when____________' Take the feeling given on the cube and tell when you might feel that way."

(Counselor demonstrates the above steps)

SAY: "These are called "I-messages" because they tell others we are responsible for our own feelings.

CONTINUE GAME

Suggested Home Activity:

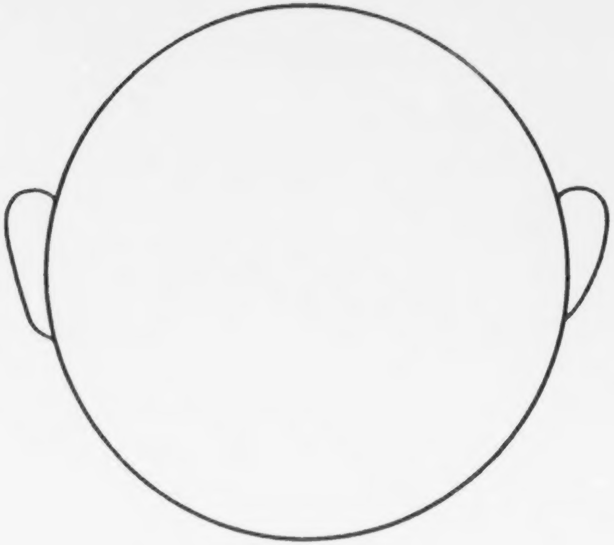
Handout "Story Teller" activity sheet. Give instructions to students (from Handout).

Letter to Parents (included).

Evaluation:

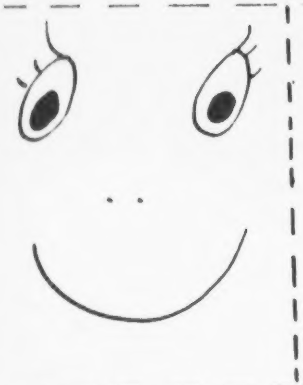
Teacher should be encouraged to have students bring their "Storyteller" sheets back to class and share their stories with classmates.

STORYTELLER

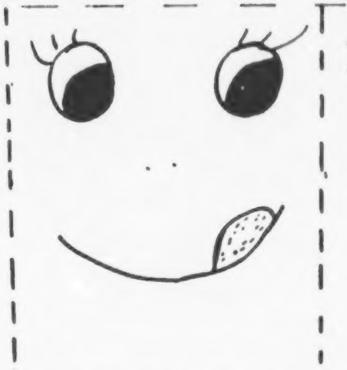


Cut out the faces at the bottom of the page. Then, sit with a parent and tell a story that would give the face-person each of the different feelings. Put the right expression on the face while you are telling the story.

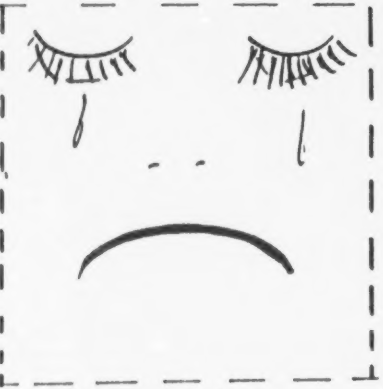
When you are done, pick your favorite story. Glue down the face that goes with that story and color your worksheet. Bring your "Storyteller" worksheet back to school to share with your teacher and class-mates.



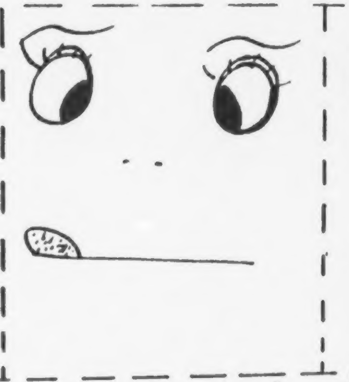
Happy



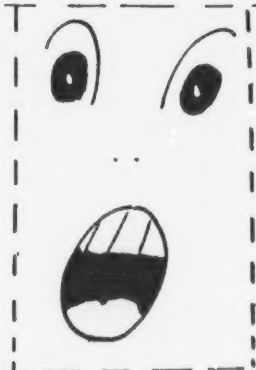
Proud



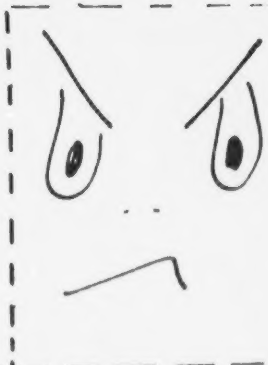
Sad



Confused

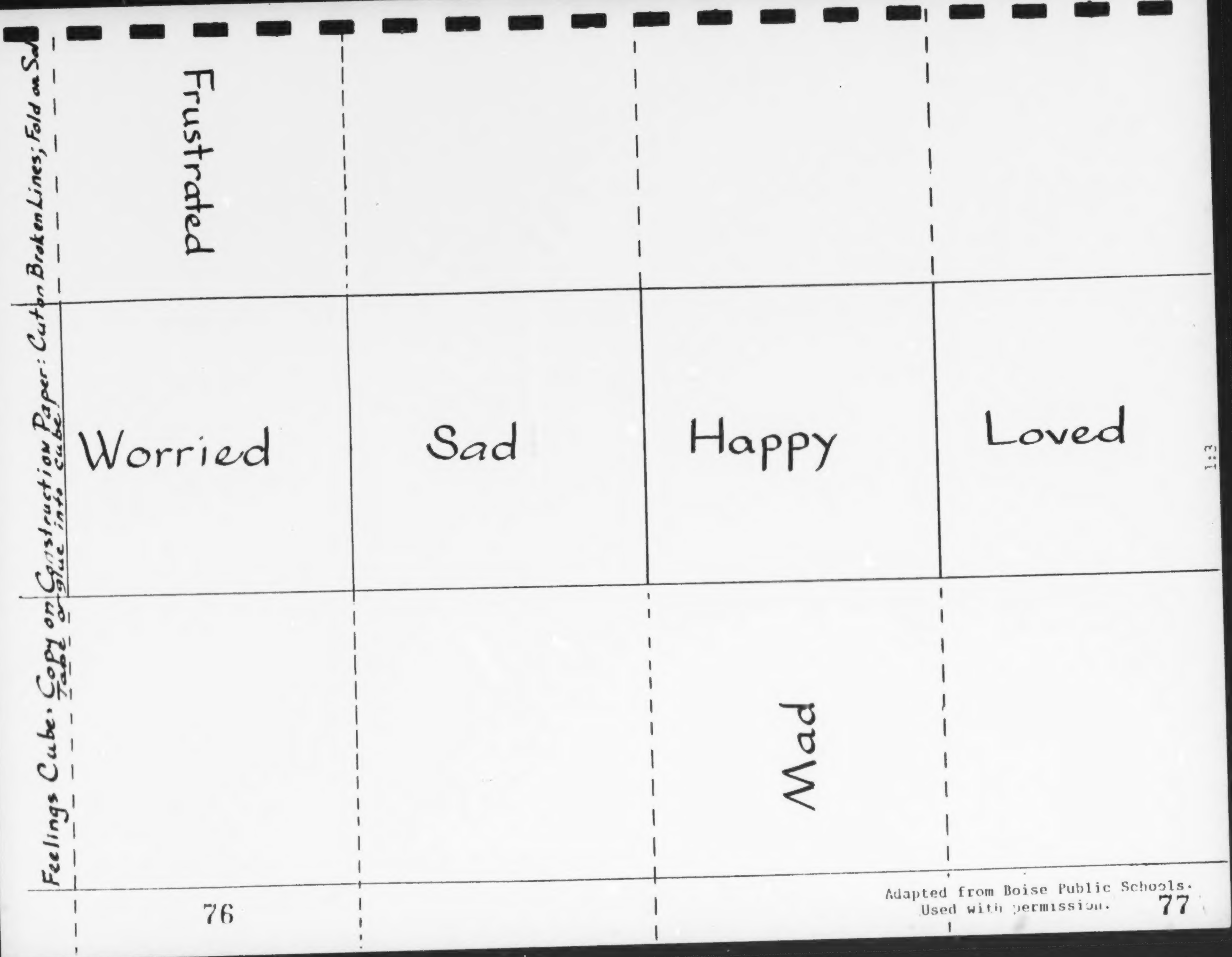


Surprised



Mad

Adapted from Davis and GoWell, The Million Dollar Machine Program.
Used with permission.


Frustrated
Worried
Sad
Happy
Loved
Mad

Feelings Cube. Copy on Construction Paper: Cut on Broken Lines; Fold on Sol
Tape or glue into cube.

Adapted from Boise Public Schools.
Used with permission.

Dear Parents:

Today, your first grader learned some important things about feelings. Feelings are the basis for problems at school (and elsewhere) because children often blame their feelings on someone else and they may also react to feelings in inappropriate ways. When children can express their feelings in words, it helps them deal with ways to react that are helpful, not hurtful.

This was a fun lesson because we played a game together as a part of the learning activities. Sharing in group activities develops positive social skills for all of us.

Your child can benefit by practicing the things we learned today. To help your son/daughter review the lesson, a worksheet, "Storyteller," is included with this lesson as an at-home activity. This can be an interesting activity for you and your child to share. When it is finished, she/he can bring it back to school to share with his teacher and classmates.

Following are some other activities that can be used to help your child express his/her feelings:

Suggested Home Activities:

1. Try to avoid blaming feelings on someone else (such as, "He makes me so mad," or "She makes me worry when she comes home late.") We can actually choose from a number of feelings in response to an event or situation. It is our choice.

2. Encourage your child (and other family members) to say what he/she feels by using "I-messages," such as "I feel mad when your dad is late," and "I feel frustrated when you don't take out the garbage."

3. Allow a child to say what he/she feels. All feelings are O.K., but help them know their reactions to feelings must not hurt themselves or others.

LESSON 4 **Time Required: 30 Minutes**

Goal: To help children improve coping skills in response to unhappy and uncomfortable feelings.

Outcome Statement: The student will be able to identify unhappy and upset feelings and to choose helpful ways of coping with them.

Supplies Needed:

Student activity sheet "Mixed Up Feelings" (one per child)
White or colored paper (one sheet per child)
Children will need scissors and paste or glue
Feelings Chart (available from various commercial sources)
Three sentence strips: "All feelings are O.K., but ..."
"All behaviors are not O.K."
"Actions Must Not Hurt Me or Others"
Poster or Chart paper with "Helpful Reactions" (pattern included)
Letter to parents (included)

Resources/References:

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program Guide*. Mt. Holly, NJ: GoWell and Kent, Inc.

Gerne, T., and Gerne, P. (1986). *"Substance Abuse Prevention Activities for Elementary Children*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Graphic Source Clip Art: Youth and Family. (1986). Wheeling, IL: Graphic Products Corporation.

Room Arrangement: Children seated at desks in classroom.

Key Words: react choice mixed-up

Anticipatory Set:

Display "Feelings Poster" to which a sentence strip has been attached to the top and bottom that say: (top) All Feelings are O.K., but..(middle) "All Behaviors Are Not O.K." (bottom) "Reactions Must Not Hurt Me Or Others."

SAY: "Remember our 'Feelings' poster? It shows all kinds of feelings we might have. All feelings are O.K., but today we are going to learn ways to react to our feelings in ways that do not hurt anyone."

Lesson Activities:

SAY: "Feelings always have some kind of action attached to them. For example, when we hear bad news, we may react by bursting into tears. That is a reaction."

"Some reactions are body sensations. We might blush, or break into a sweat, or feel cold."

ASK: "Do you ever get butterflies in your stomach before you try something new?"
"Do you get sweaty hands when you are scared?"
"Do you get 'jittery' because you feel like running away when you are scared?"
"Do you sometimes feel very tired when you are sad?"

(Give children time to share personal experiences).

THEN SAY: "Reactions to feelings are usually our choice. Sometimes, people make bad choices about their feelings."

(Point to various faces on "Feelings Poster" as you ask children bad choices people sometimes use when they feel sad, mad, frustrated, etc.)

SAY: "Our feelings may seem confusing but there are some good things we can do when we react to our feelings."

(Put-up "Helpful Reactions to Feelings" poster)

List some things that help: *(from poster)*

Take a deep breath
Talk about the feeling to a parent or teacher
Take a walk or a bike ride
Do some physical exercise
Think about what is bothering you and try to fix it
Do something different for awhile
Write your feelings on paper-or make up a poem or story about them

Practical Application:

Hand out activity sheet, "Mixed Up Feelings," and give instructions as given on the sheet. When all or most children have completed the activity, review the suggestions orally.

Suggested Home Activity: Letter to parents (included)

Evaluation:

Observe students' use of these skills during school activities. Reinforce positive choices verbally.

HELPFUL REACTIONS TO FEELINGS

TAKE A DEEP BREATH

TALK ABOUT THE FEELING TO A PARENT OR TEACHER

TAKE A WALK OR A BIKE RIDE

THINK ABOUT WHAT IS BOTHERING YOU AND TRY TO FIX IT

DO SOMETHING DIFFERENT FOR AWHILE

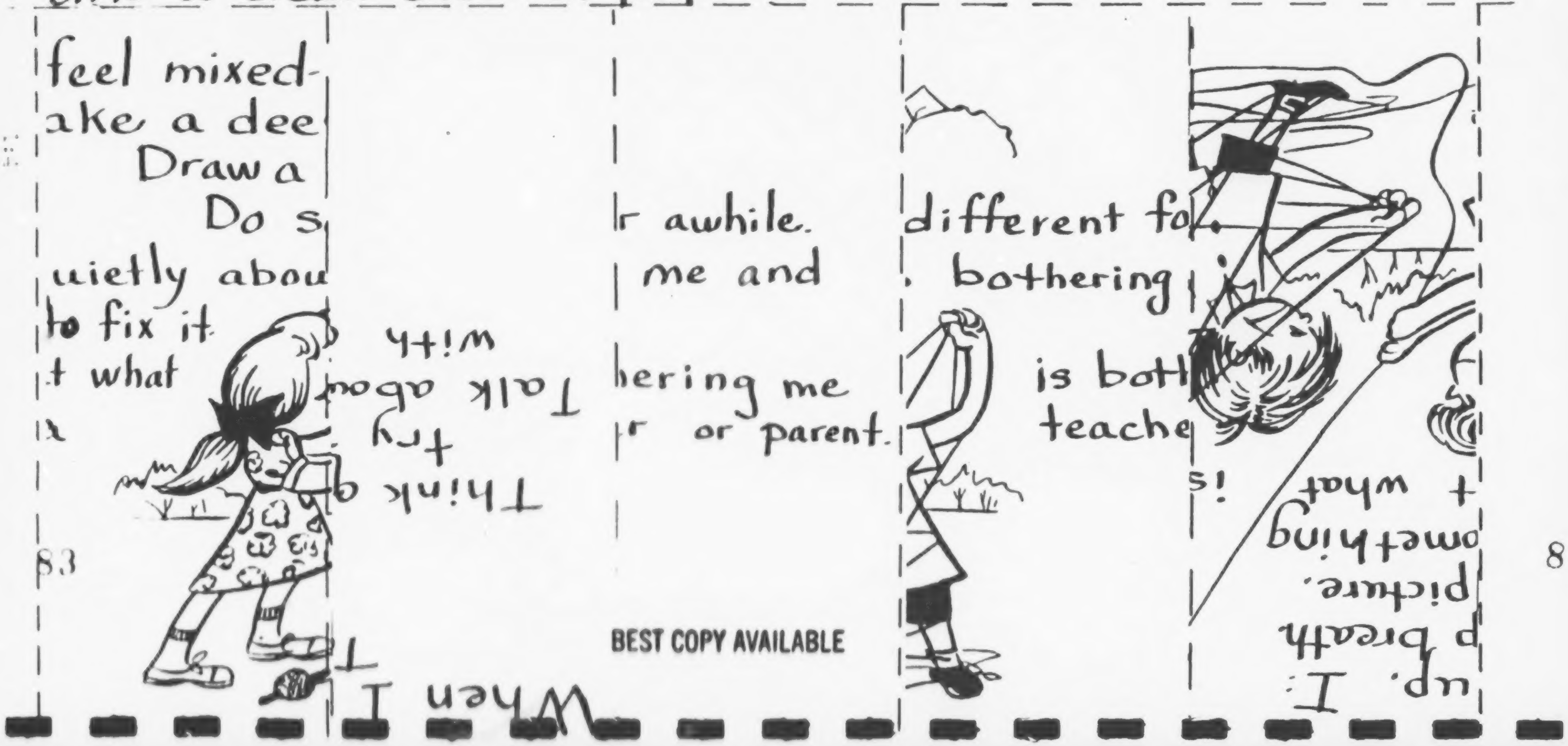
DO SOME PHYSICAL EXERCISE

WRITE YOUR FEELINGS ON PAPER--MAKE UP A STORY, POEM, OR SONG ABOUT YOUR FEELINGS

apted from Davis and GoWell,
The Million Dollar Machine
Program. Used with permission.

Mixed-up Feelings

Sometimes, when we feel mad or frustrated or confused, we might feel all mixed up, like this picture. You can get the picture straightened out. When you do, you will find some good ideas to use when you have mixed-up feelings. Cut out the pieces. Put them together properly to read the message. Paste your pieces onto a clean sheet of paper.


feel mixed-
ake a dee
Draw a
Do s
uietly abou
to fix it.
t what
with
Talk abou
try
Think a
When I
r awhile.
me and
hering me
r or parent.
different fo
bothering
is both
teache
s!
t what is
omething
picture.
p breath
up. I

BEST COPY AVAILABLE

Dear Parents:

In your first grader's classroom today, we continued our unit, "Making Our School a Peaceful Community." We learned that, while all feelings are okay, our reactions to those feelings must not hurt ourselves or others.

The children learned there are many positive and helpful things they can do for mixed-up feelings. Some of these are:

* Take a deep breath
* Talk about the feeling to a parent or a teacher
* Take a walk or a bike ride
* Think about what is bothering you and try to fix it
* Do something different for awhile
* Do some physical exercise
* Write the feelings on paper-Make-up a story, poem or song about the feelings

Reacting positively to feelings takes lots of practice. You can help your child with this important skill.

Suggested Home Activities:

1. Model positive reactions to negative feelings in front of your child.

2. After a stormy reaction, when things have cooled down, sit down with your child and discuss ideas for handling the feeling that erupted in a more positive way. Get ideas from your child so this isn't a "parent lecture" session.

3. Plan a special time for each child in your family to spend time with just you. Bedtime works well for some families; for others during dinner preparation (if it isn't hectic) or other times are better. These special times don't have to be long--just five to ten minutes can give your child an opportunity to share his/her feelings with you.

LESSON 5 **Time Required: 30 Minutes**

Goal: To help children develop skill in choosing helpful reactions to feelings.

Outcome statement: The student will be able to choose helpful reactions to feelings by means of a six-part "Action Choices" wheel.

Supplies Needed:

"Action Choices" wheel
Student willing to role-play
Role-play props: baseball, cap, puzzle
"Action Choices" handout (on bright paper)
"Action Choices" transparency
Overhead projector
Situation Cards
Letter to parents (included)

Resources/References:

O'Neill, B., and Glass, D. (1991) *Kelso's Choice: Conflict Management for Children.* P.O. Box 30, Winchester, OR, 97495 (503-672-3826) Rhinestone Press.

Room Arrangement: Students seated at desks in classroom.

Key Words: action choices react

Anticipatory Set:

Role-play the following scene with a student (pre-arrange).

Setting: *Student is playing with a puzzle and having a hard time getting it together.*

Counselor: *(wearing baseball cap, to look like another student)* "I see you can't get that puzzle together. Here, I'll do it for you *(starts to take puzzle pieces.)*"

Student: *(acting mad)* hollers: "Will you leave me alone-I had this first."

Counselor: "Big deal" *(Acts like she/he's going to push student.)* "You are such a baby!"

Lesson Activities:

1. Build class discussion around role play, with questions such as:

   * What could the student choose to do instead of hitting and hollering? *(Suggestions: Tell "counselor" she/he can have a turn when he is finished; use nicer language: "I'd like to work on this myself, but you can watch." I-message: "I feel mad when________)*

   *What could student do if "counselor" wouldn't leave? *(Suggestions: Join another group; take puzzle and go to another place to play; ignore him/her.)*

2. Remind children they have a choice of ways to react. *("Action Choice" transparency).* Discuss which of these choices might have worked for the student in the role-play?

3. Give each student a copy of the "Action Choices" wheel.

Practical Application:

Have students select an appropriate "action choice" from their wheel as you read situations (following). Follow group discussion rules (raise hand to speak, etc.). *(Situations could be written on index cards.)*

1. Sue and Sally are turning the jump rope for Lori and Ann. Nancy keeps trying to "jump in," even though she wasn't part of the game in the beginning. Sue or Sally should tell her to:
   Possible Choices: *Stop* *Wait and cool off*
   Share and take turns.

2. Jean's math paper accidentally fell to the floor just as Travis walked by with his muddy feet. Jean's paper now how a big dirty footprint on it. Jean should:
   Possible choices: Wait and cool off.

3. Two of your friends always get in an argument when you shoot baskets together. It gets very annoying and wastes playing time. Maybe you could try:
   Possible choices: Go to another game *Tell them to stop*
   Walk away

4. Carlos wants to play Nintendo; Mario wants to watch a video. Instead of getting into an argument, the boys could:
   Possible choices: Go to another game *Share and take turns*

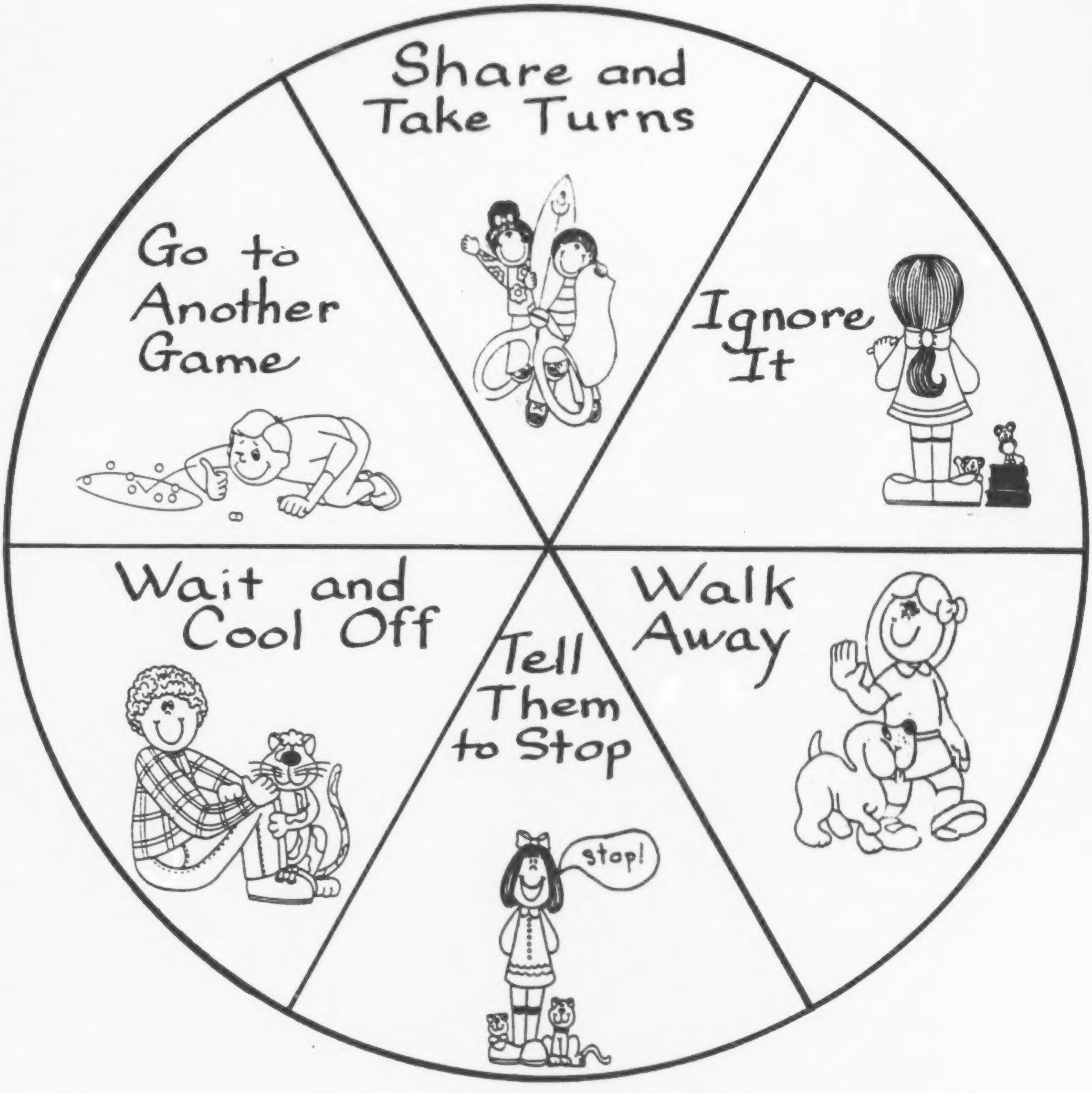
5. Kim loved her new pair of red shoes. They are so bright and just match her favorite shirt. Sherry told Kim, "Those shoes make your feet look big and fat." Kim could feel sad or she could choose to:
   Possible choices: Ignore it *Walk away* *Wait and Cool Off.*

6. During a tether ball game, Adam always cheats-and then says he didn't. He doesn't fool anyone, but it spoils the game. The other players could:
   Possible choices: Go to another game
   Tell him to stop *Walk away.*

Suggested Home Activity: Letter to parents (included)

Evaluation: Observation of students' use of wheel. Teacher should be encouraged to go to the wheel with students who tattle or make unhelpful actions in response to feelings.

Action Choices


Share and Take Turns
Go to Another Game
Ignore It
Wait and Cool Off
Tell Them to Stop
stop!
Walk Away

Go tell a grown-up for:

- Fighting
- Bullying
- Bad Language
- Threats

Adapted from O'Neill and [illegible] "[illegible]"
P. Box [illegible], Winchester, OR, [illegible]95 (503-672-3826). Used by permission.

Dear Parent:

In your child's first grade class today, we learned how to use a six-part "Action Choices" wheel to choose helpful reactions to our feelings instead of fighting, hitting, yelling or tattling. School is a natural place for children to learn responsibility for their actions, since they have so many opportunities to practice. New situations happen almost everyday at school. The basic social skills your child develops now will be life skills she/he will use as a teenager and adult.

There are ways you can help your child continue helpful choice-making at home. Following are some suggestions.

Suggested Home Activities:

1. Ask your son/daughter to tell you about their lesson today. Help him/her remember the six choices on the wheel that can be used to react to feeling. The choices are:
   (1) Share and take turns
   (2) Ignore it
   (3) Walk away
   (4) Tell them to stop
   (5) Wait and cool off
   (6) Go to another game.

2. When opportunities arise at home, help your child think before reacting to emotionally eruptive situations. Spend time listening to him/her express ideas and feelings.

3. When a negative reaction (fighting, hitting, throwing things, etc.) happens, discuss ways another choice could have been made.

4. Parents who model positive and helpful reactions to feelings demonstrate a powerful message to their children.

POST-TEST SESSION

Time Required: 10-15 Minutes

Goal: To evaluate the students' understanding and insight in expressing the following components of a peaceful, community: listening, identifying and expressing feelings, and responding positively to feelings.

Outcome Statement: The student will be able to show his/her level of skill development in specific aspects of making a peaceful school community: listening, identifying and expressing feelings, and responding positively to feelings.

Supplies Needed:

Post-test handout *(use master copy of pre-test in Pretest section).* (one per child) (Copied on different colored pastel paper than pretest)

Stickers or appreciation cards - one per child (available commercially)

Students will need one of the following: crayons, markers, colored pencils

Room Arrangement: Students seated at desks in classroom.

Anticipatory Set:

Counselor tells children she/he has an activity for them to do. It will help the counselor know whether the lessons you did together are being helpful to them.

Lesson Activities: *See Pretest session.*

Close unit by affirming students and teacher (and aide, if there is one) for their cooperation in learning together. Give sticker or appreciation cards to each child.

Evaluation:

Compare-pretest and post-test scores to determine whether review sessions are indicated.

RESOURCES/REFERENCES FOR GRADE ONE LESSONS

Cowan, C., and Palomares, S. (1992). *Teaching the Skills of Conflict Resolution.* Spring Valley, CA: Innerchoice Publishing.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Skills Enrichment Guide.* Mt. Holly, NJ: GoWell and Kent, Inc.

Dellosa, J., and Carson, P. (1988). *Clip Art Collection II.* Greensboro, NC: Carson-Dellosa Publishing Co., Inc.

Gerne, T., and Gerne, P. (1986). *Substance Abuse Prevention Activities for Elementary Children.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Graphic Source Clip Art: Youth and Family. (1986). Wheeling, IL: Graphic Products Corporation.

Guidance Units K-Grade 6. (1991). Boise, ID: Boise Public Schools.

O'Neill, B., and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* Winchester, OR: Rhinestone Press.

UNIT CONTENTS
GRADE TWO

Page

Unit Summary: Lesson Goals and Outcome Statements 65

Supplies Needed for this Unit 66

Pretest Session 68

Lesson One 73

Lesson Two 77

Lesson Three 82

Lesson Four 86

Lesson Five 90

Post-test Session 94

Resources/References 96

UNIT SUMMARY: LESSON GOALS AND OUTCOME STATEMENTS
Grade Two

Goal 1: To help children express their feelings as a basic skill in problem-solving.

Outcome Statement: The student will be able to express his/her feelings by using a two-part "I-message".

Goal 2: To help children develop consideration for others when making decisions.

Outcome statement: The student will be able to describe how people's decisions affect one another.

Goal 3: To help children develop skill in solving small problems independently.

Outcome statement: The student will be able to use a four-step action plan for solving problems.

Goal 4: To help children take positive action toward problem solving.

Outcome statement: The student will be able to describe and use a basic action plan for solving problems.

Goal 5: To help children understand their responsibility in making a peaceful school community by solving small problems independently.

Outcome statement: The student will be able to demonstrate use of a six-part "Action Choices Wheel" to solve small problems independently.

SUPPLIES NEEDED FOR THIS UNIT

Pretest Session:

Pretest sheets (one per student; copied on pastel paper)
Transparency of test
Overhead projector
Stickers or other non-food treat, one per child. (*optional*)
Children will need pencils
Letter to parents (included)

Lesson One:

"Feelings" poster (various commercial sources)
"Feelings Bingo" game available from Mar*Co Products, Inc., 1443 Old York Road, Warminster, PA, 18974)
"Activity Cards" for Bingo Game. (master copy included - copy on assorted neon bright paper)
Prizes to go with Award Cards (pencils, mini-erasers, etc...)
Two-part "I-Message" poster or on chart paper (I feel________when (you)______________)
I-message student handout (copy on colored paper)
Letter to parents (included)
Discuss "Activity Card" activities and Popcorn Game ahead of class time with teacher

Lesson Two:

Chalkboard and chalk or chart paper and marker
Space in classroom for role play
Dominoes
Pictures to accompany evaluation situations (should be colored)
Student activity sheet "Dinosaur Decisions" (one per student)
Letter to parents (included)

Lesson Three:

Four sentence strips to post in classroom: mad, sad, glad, and afraid.
Masking tape or tacking putty
Posters (colored) to show the four steps in solving a problem (as follows):

Stop and calm down (stop sign)	Act (runner)
Think (light bulb)	Review (movie reel)

Blank "Star" poster with four separate pictures to attach
"Mad, Sad, Glad Game" available from Mar*Co Products, Inc., 1443 Old York Road, Warminster, PA, 18974)
STAR handout and related activity page (one per child)
Student handout, "When you Get Angry, STOP" (one per child)
Letter to parents (included)
Pre-arrange with teacher for arrangement of room

Lesson Four:

Flannel board or bulletin board
Puzzle pieces (pattern included)
Student activity sheet "Help Joe Untangle His Problem" (one per child)
Children will need scissors and glue/paste
Letter to parents (included)

Lesson Five:

"Action Choices Wheel" poster
"Action Choices wheel handout (copied on bright paper; one per student)
"Star" poster from Lesson Three
Choices--> Action poster (pattern included)
Marker pieces (buttons, paper squares, wooden circles, etc. for the "Take Action" game; 10 per student)
Situation cards for "Take Action" game. (pattern included)
Letter to parents (included)

Post-test Session:

Post-test sheets (one per child; copied on pastel paper different from pretest)
Transparency of test (from Pretest session)
Overhead projector
Stickers or other non-food treats (optional) one per child
Children will need pencils.

PRETEST SESSION Time Required: 10-15 minutes

Goal: To acquaint children with the counselor and the series "Making Our School a Peaceful Community;" to do a preliminary assessment of students' problem-solving skills.

Outcome Statement: The student will be able to express his/her understanding and use of problem-solving skills.

Supplies Needed:

Pretest sheets (one per student; copied on pastel paper)
Transparency of test
Overhead projector
Stickers or other non-food treat, one per child. (*optional*)
Children will need pencils
Letter to parents (included)

Room Arrangement: Children seated at desks in classroom.

Anticipatory Set:

Introduce the unit by telling children the importance of having a peaceful school. Have a few students describe their view of a peaceful school.

Lesson Activities:

Tell students you usually begin a unit by letting them show you what they already know. Administer pretest. Use the overhead projector to show students as they read along on their copy. Students circle the one answer they think is best.

Practical Application:

Explain to children the importance of sharing what they learn at school with their parents. Give them take-home letters for parents.

Students should be thanked for completing the test. Treat (not food!) maybe given to each child. *(optional)*

Suggested Home Activity: Letter to parents (included)

Evaluation: Counselor should tabulate scores, making note of most common strong and weak areas. The answer to the last question can be useful in offering additional services where the need is indicated.

MAKING OUR SCHOOLS A PEACEFUL COMMUNITY
Pretest/post-test - Grade Two

Name________________________________ Date______________

Instructions: **Circle the one answer that you think is best. The teacher will read them to you.**

1. **You never get to be first in the lunch line. You feel mad because**
   a. your teacher makes you mad.
   b. the kids make you mad.
   c. you choose to feel mad.

2. **Feelings are**
   a. good or bad.
   b. happy or sad.
   c. your choice.

3. **A decision is**
   a. not my choice.
   b. choosing between several ideas.
   c. a problem.

4. **Your brother ate all your birthday candy. The best choice for you is to**
   a. tell your mother or father.
   b. hit him.
   c. wait and cool off.

5. **The best way to solve a problem is**
   - a. think then act.
   - b. ignore it.
   - c. tell a grown-up.

6. **Which problem should be told to your teacher immediately?**
   - a. Two kids are fighting.
   - b. Two kids are teasing you.
   - c. Two kids won't take turns.
   - d. All of them should be told to the teacher.

7. **Which idea is most true?**
   - a. My teacher makes me mad when she/he corrects me.
   - b. My friend makes me sad when he plays with someone else.
   - c. I feel upset when I lose a toy.

8. **"Telling on" a classmate to a teacher**
   - a. is O.K.
   - b. usually isn't necessary.
   - c. is appreciated by the teacher.

9. **After you have solved a problem it is a good idea to**
   - a. review the choice you make.
   - b. tell everyone about it.
   - c. just forget you had the problem.

10. **Which feeling describes you most days at school?**

Mad Upset Sad Happy Worried

Dear Parents:

As a part of our school's guidance program, the school counselors do a series of in-class lessons designed to "Make Our School a Peaceful Community." These lessons are taught early in the school year so everyone can get off to a good start. For second graders, the unit teaches children to solve their smaller problems independently, thus helping them learn skills that will be useful throughout life.

The curriculum for the unit was developed by Caldwell School District school counselors especially for the children in their schools. For second graders there are five lessons taught over the next five weeks. The goals for each lesson are as follows:

Lesson One: To help children express their feelings as a basic skill in problem solving.
Lesson Two: To help children develop consideration for others when making decisions.
Lesson Three: To help children develop skills in solving small problems independently.
Lesson Four: To help children take positive action toward solving problems.
Lesson Five: To help children understand their responsibility in making a peaceful school community.

Your child will have a letter for you each week which will summarize that week's lesson. The letter will also give suggested ways parents can help their son/daughter practice using the skills they have learned.

Please call anytime you have questions or concerns. The phone number is____________________

Sincerely,
(School Counselor)

LESSON 1 **Time Required: 30 Minutes**

Goal: To help children express their feelings as a basic skill in problem-solving.

Outcome statement: The student will be able to express his/her feelings by using a two-part "I-message."

Supplies needed:

"Feelings" poster (various commercial sources)
"Feelings Bingo" game available from Mar*Co Products, Inc., 1443 Old York Road, Warminster, PA, 18974
Award cards for Bingo Game. (master copy included; copy on assorted neon bright paper)
Prizes to go with "Activity Cards"(pencils, mini-erasers, etc...)
Two-part "I-Message" poster or on chart paper (I feel__________when (you)__________________)
I-message student handout (copy on colored paper)
Letter to parents (included)
Discuss "Activity Card" activities and Popcorn Game ahead of class time with teacher.

Resources/references:

Bedley, G. (1979). *The A.B.C.D's of Discipline* Irvine, CA: People-Wise Publications

Guidance Units K-Grade 6. (1991) Boise, ID: Boise Public Schools.

Davis, K.., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program* Mt. Holly, NJ: GoWell and Kent, Inc.

Room Arrangement: Students seated at desks. Space between desks to play "Popcorn Game."

Key Words: I-messages

Anticipatory Set:

Display "feelings" poster. Ask students if they have ever made some of the faces on the poster. (Follow group rules for accepting responses.)

SAY: "Today, we are going to learn about another way to tell our feelings besides making faces."

Lesson Activities:

Hand out bingo cards and markers to students. Give students instructions. Classroom teacher should assist in seeing children understand and are able to play.

Use "Activity Cards" as rewards (pattern included).

(At end of game:)

SAY: "Our faces express our feelings---and so can our words. Using words to say our feelings is a helpful way to get feelings out instead of keeping them all inside."

"I-messages" help us say our feelings in an easy way.

(Put up I-message chart.)

Give an example and put on chalkboard: i.e. I feel happy when students listen quietly." *(Have students give examples.)*

Practical Application.

SAY: "Let's see if you can use this I-message pattern when we play a Popcorn Game."

"Here's how it works. I'll read you a situation--as quickly as you think of an answer, pop up (just like popping corn!). But you must have thought of an answer **before** you stand. The first one **up** gets to tell his/her answer. (When answer is given repeat, using I-message form: I feel ______ when [you] ______)

I-messages:

Putting our feelings in words is helpful. Here is an easy pattern to use:

I feel ________ when ________.
name feeling — name situation

(Example: I feel worried when I miss my bus)

Situation follow-may be printed on index cards for easier use.

1. If my friend hit me, I'd feel ______
2. If my friend asked me to do something bad, I'd feel ______
3. If my friend invited me to his birthday party, I'd feel.
4. If my friend asked to share my book, I'd feel ______
5. If my friend said nice things to me, I'd feel______
6. If my mother asked me to take out the garbage, I'd feel ______
7. If a classmate stole something from me, I'd feel______
8. If my friend taught me a game, I'd feel ______
9. If my teacher said my paper looked very nice, I'd feel______

Give students I-message worksheet to take home.

Suggested Home Activity: Letter to parents (included)

Evaluation: Observe if students are able to express feelings positively, using I-messages, when they have needs or problems. The use of I-messages may need to be reinforced.

Dear Parent:

There is a definite connection between a child's skill in expressing feelings positively and having positive feelings about him/herself. A child who can say what he/she feels also has a sense of being valued and worthwhile.

A child whose inner struggles have been reduced is usually more able to concentrate on school work. He/she can pay attention to the tasks at hand because mental energy isn't being wasted on other worries.

For these reasons, part of your child's classroom guidance activities today taught a simple way to express feelings. By using I-messages, a child can take responsibility for his/her feelings and not blame someone else for "making him/her feel" a certain way.

Your child has been given a take-home paper entitled "I-messages." It's an easy (and fun) pattern for the whole family to practice together.

Suggested Home Activities:

1. Talk over the "I-message" handout with your child. Listen to his/her ideas about today's lesson.
2. All of us get into the habit of blaming someone else for our feelings (i.e. "You make me so mad when you leave your toys in the middle of the floor.") Talk about this with your child, acknowledging that each person can choose the feeling he/she will have in response to a situation. No one really "made" us feel a certain feeling.
3. Practice using I-messages for both positive and negative feelings with your child.
4. Encourage your child to put his/her feelings in words, rather than keeping them "bottled up" inside.

Activity Cards - Copy on assorted Neon Bright Paper. Cut apart.

This card is good for 1 free prize from your school counselor!

With this card you may be first in the lunch line one day this week or next week.

With this card you may choose a book from the media center for you or your teacher to share with the class.

This card allows you to spend 1/2 hr. free time in the media center. Please arrange this with your teacher

This card is good for 1 free prize from your school Counselor!

This card is good for 1 free prize from your school counselor!

With this card you may be first in line for recess one day this week or next week.

This card is good for 1/2 hr. with your school counselor to play a game of your choice.

LESSON 2 **Time Required: 30 Minutes**

Goal: To help children develop a consideration for others when making their decisions.

Outcome Statement: The student will be able to describe how people's decisions affect one another.

Supplies Needed:

Chalkboard and chalk or chart paper and marker
Space in classroom for role-play
Dominoes
Pictures to accompany evaluation situations (These will be more appealing if they are colored.)
Student Activity Sheet "Dinosaur Decisions" (I per child)
Letter to parents (included)

Resources/References:

Aiken, T. et al. (1990). *Creating Success: A Program for Behaviorally and Academically at Risk Children.* Spring Valley, CA: Innerchoice Publishing.

Dellosa, J., and Carson, P. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Forte, I., (1990). *Fall Clip Art a la Carte.* Nashville, TN: Incentive Publications, Inc.

Kreidler, W. (1984). *Creative Conflict Resolution.* Glenview, IL: Scott, Foresman and Company.

Room Arrangement: Students seated at desks in classroom. Space is needed at front of room for role play.

Key Words: decision affects

Anticipatory Set:

Dominoes set up on a cart or table where children can see. "Decision" is written on chalkboard.

SAY: "Every day each one of us makes lots of decisions. Let's get some ideas about the word "decision"--what does it mean?
(Children respond with ideas.)

SAY: "Good ideas! Some things we decide might be what to eat, who to play with and how to act. Everyone makes decisions and, sometimes, the decisions other people make affect us, just like a decision we make may affect someone else."

"What would happen if someone just barely touched the first domino and knocked it over? " *(Have a student demonstrate).*

"You see. When the domino moved, it touched another domino, which touched another, etc. Each domino knocked the next one down."

"That's just like some decisions we make, and that is what we are going to talk about today: "How people's decisions affect one another."

"In our family, in our school, and in our community, all of us get along better when everyone thinks of others, not just about him/herself, when they make a decision."

Practical Application:

Role-play with 2 students:

Situation: One Student is putting a puzzle together in an open space on the floor. The puzzle has lots of pieces and would be very hard to move.

Another student is getting ready to do a mural for an art project on a very large piece of paper. The only place s/he can find that is large enough for the paper is the place where the puzzle is being put together.

"Art student" asks if the "puzzle person" could move to another pace."

"Puzzle person:" "NO!!" ....

Points for class discussion:

1. Is the art student (use his/her name) happy? How does he/she feel? *(Have role-player or another student express this in an I-statement.)*

2. Is the puzzle person (use his/her name) happy? How does s/he feel? *(Have role-player or another student express this in an I-message.)*

3. How can this problem be solved? *(Have students discuss; write suggestions on chalkboard or chart paper.)*

Evaluation Activity:

SAY: "We've worked as a class, now let's see what you decide on your own." *(Have students stand beside their desk when they agree; stay seated at their desk if they disagree)*

Show illustration as you give the situations. (Patterns included)

1. Johnny lives next door to Sally and sometimes they play together. When Johnny decides to ride his bicycle all around Sally's front yard, his decision is good for Sally and her family. *(Picture: boy on bike)*

2. Mrs. Black decides Sally needs extra help with reading so she asks Sally to spend part of her lunch period reading aloud to the teacher's aide. Mrs. Black's decision is good for Sally. *(Picture: children and book)*

3. Johnny loves chocolate chips. After school yesterday, he raided his mother's cupboard and ate the whole package. When his mother starts to bake cookies today, she will think Johnny's decision was bad for her. *(Picture: mother getting ready to bake)*

4. Sally and Johnny both want to play with Johnny's Nintendo. They both want to be first--but they decide to take turns instead of fight. This choice was good for both Sally and Johnny. *(Picture: kids with computer)*

5. Today, we have learned that peoples' decisions often affect more than just one person. Thinking about a decision we make and how it could affect someone else can help us stay out of trouble and have a happier day. *(Poster: boy and girl with star)*

Give each student the handout "Dinosaur Decisions" worksheet for in-class or at-home activity.

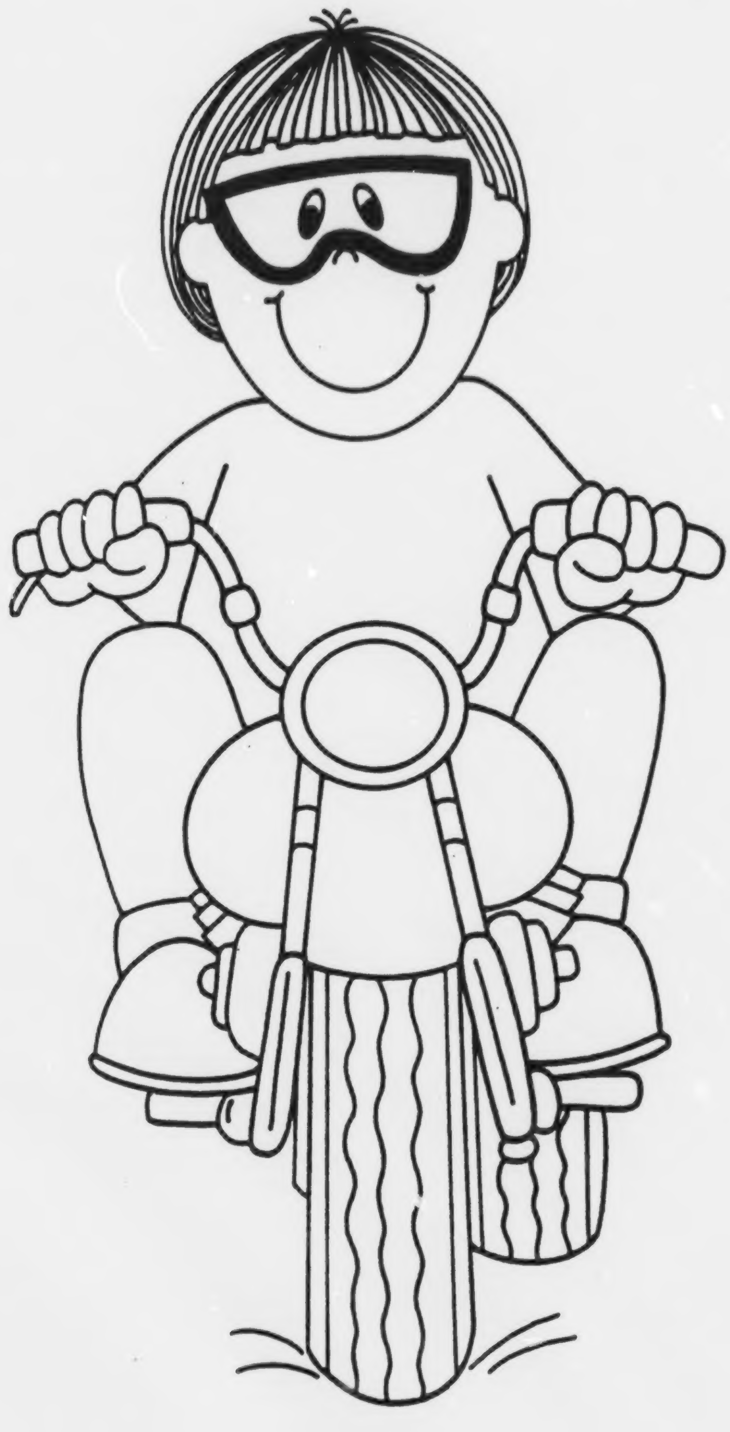
Related School Activities:

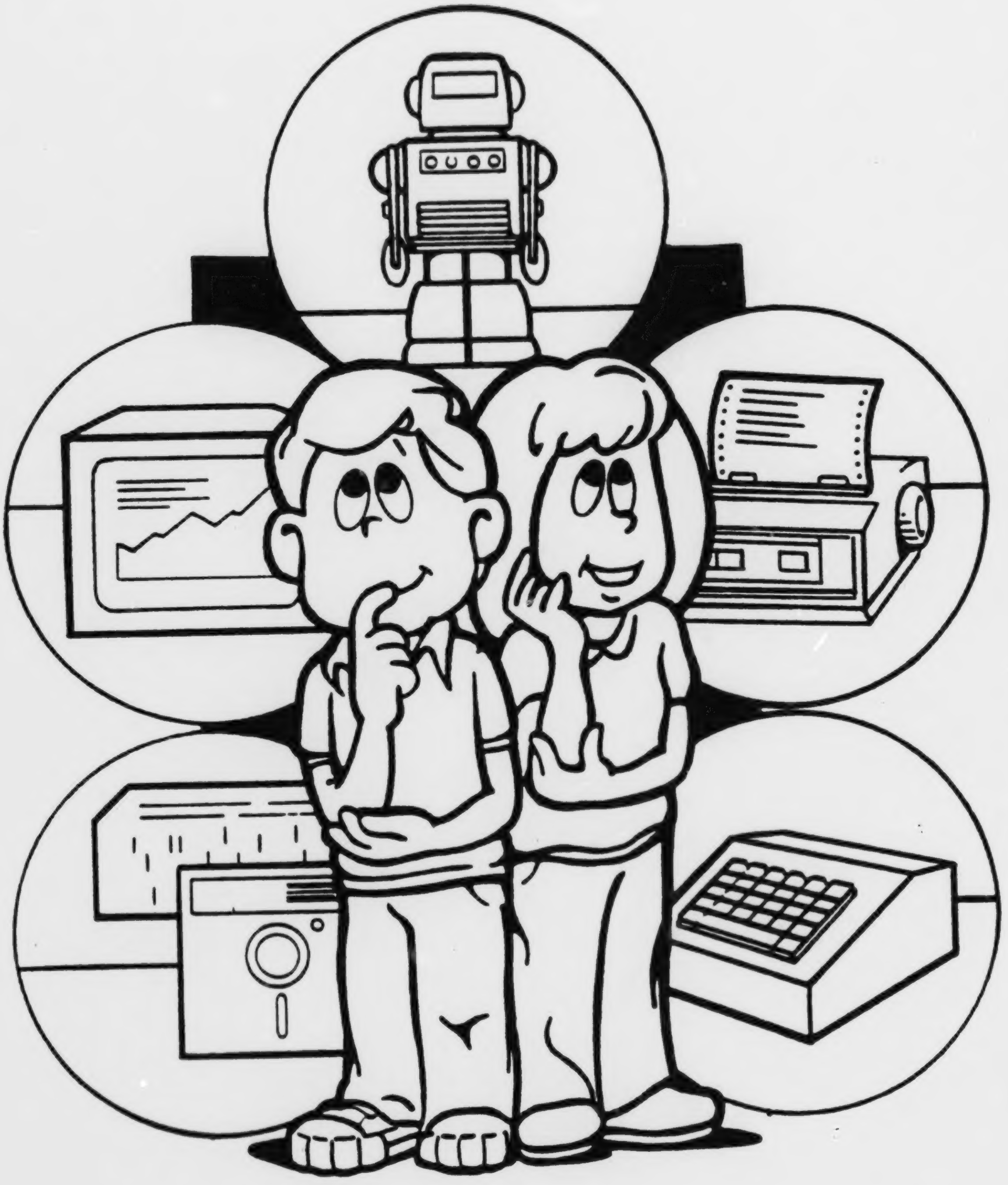
Classroom teachers and staff members who are on duty in the lunchroom or on the playground can encourage continued consideration of others in conflict resolution.

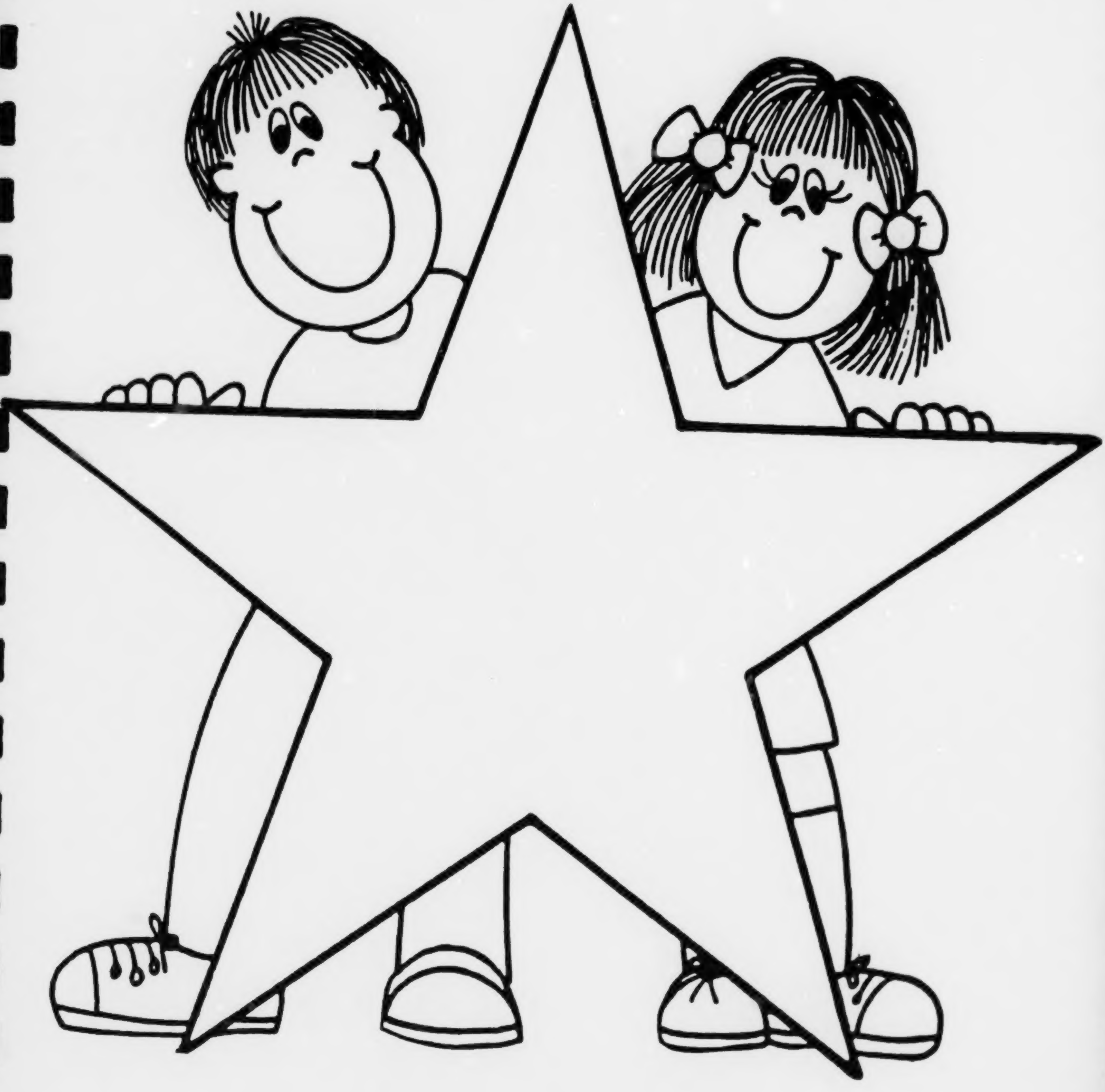
Suggested Home Activity: Letter to parents (included)

Evaluation:

Observe children throughout their daily activities. Reteach and review as the need is indicated.

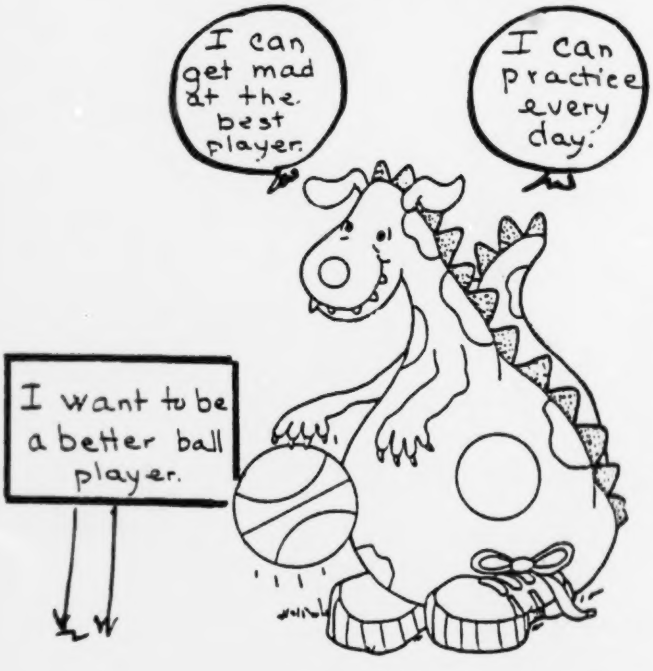


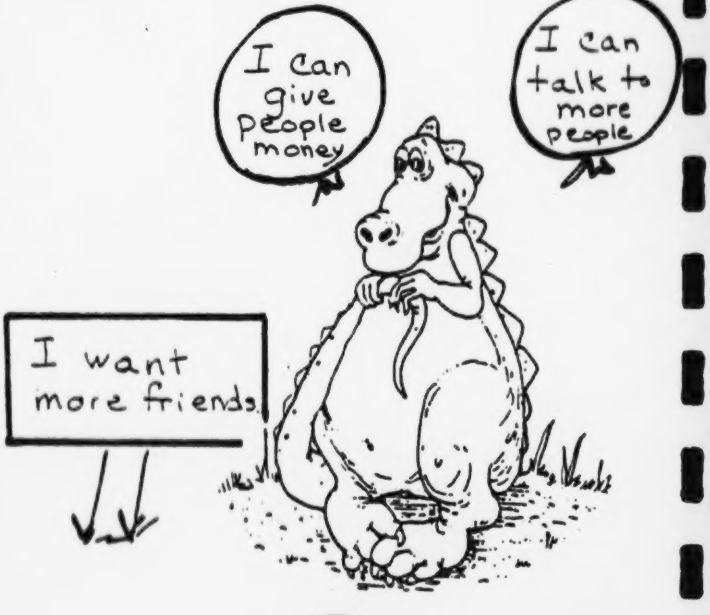


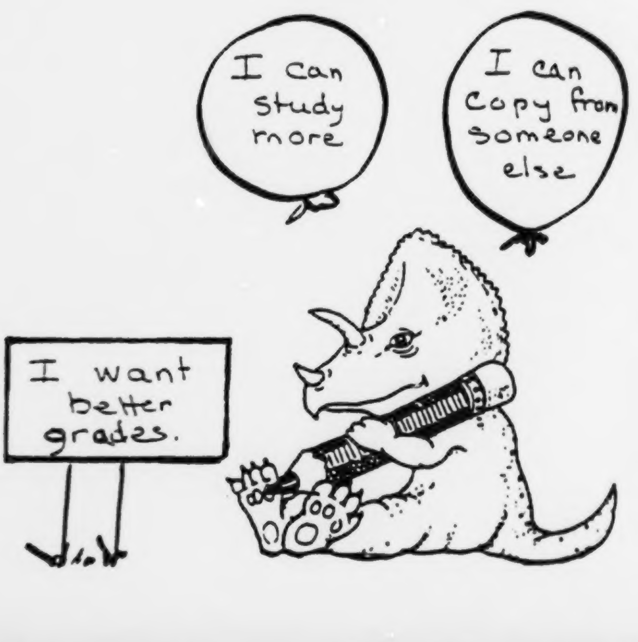


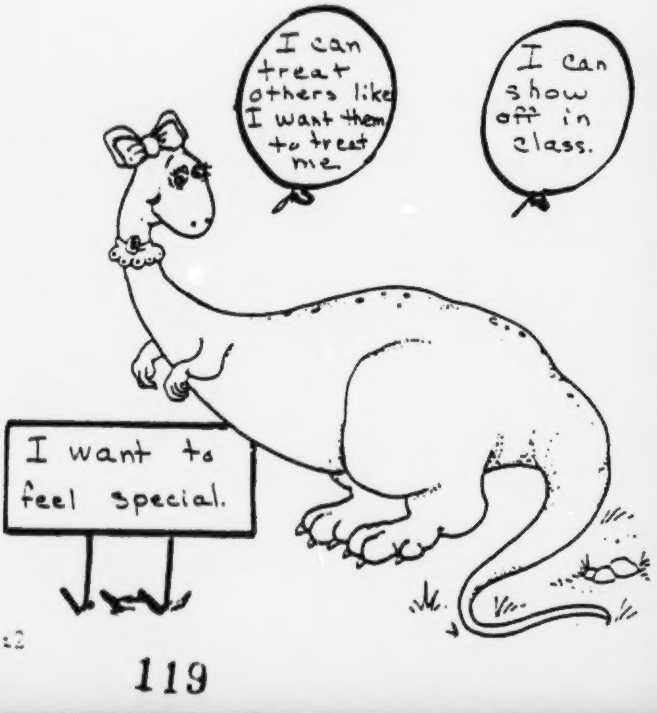
DINOSAUR DECISIONS

Each of these dinosaurs has a problem to solve. For every problem, there are two possible solutions. Help each dinosaur find the best choice to try. Draw a string from the balloon with the best choice to the dinosaur's "hand." The dinosaur can let the "bad choice balloon" fly away. Color the pictures.


I can get mad at the best player.
I can practice every day.
I want to be a better ball player.


I can give people money
I can talk to more people
I want more friends.


I can study more
I can copy from someone else
I want better grades.


I can treat others like I want them to treat me
I can show off in class.
I want to feel special.

Dear Parent:

Today your second grader learned about the "domino effect" of decisions--that is, when a person makes a decision, other people may be affected in good ways or bad ways by that decision. The goal of this lesson was to help children understand the importance of considering others in the choices they make.

Your son/daughter was given a handout, "Dinosaur Decisions." This handout was designed to be an at-home activity which could be used to discuss personal decision-making with your child.

Suggested Home Activities:

Since consideration of others is an important part of family life, you may want to reinforce this lesson with your child by discussing some of the following topics:

1. Ways parents and children can consider each other in making their decisions.
2. Examples of how the family changed plans so it would be better for one member.
3. A decision made by a friend or neighbor that showed consideration for your family.
4. A time when your son/daughter made a decision that was good for the family or another family member.

LESSON 3 **Time Required: 30 Minutes**

Goal: To help children develop skill in solving small problems independently.

Outcome Statement: The student will be able to use a four-step action plan for solving problems.

Supplies Needed:

Four sentence strips to post in classroom: mad, sad, glad, afraid
Masking tape or tacking putty
Posters (colored) to show the four steps in solving a problem as follows:
- Stop and calm down (stop sign)
- Think (light bulb)
- Act (runner)
- Review (movie reel)

Blank "star" poster with four separate pictures to attach (with tacking putty or masking tape)
"Mad, Sad, Glad Game" (Available from Mar*Co. Products, Inc., 1443 Old York Road, Warminster, PA, 18974)
STAR handout and related activity sheet (1 per student)
Student handout: "When You Get Angry, STOP"
Letter to parents (included)
Note: In this lesson, students move from desks. Be sure students will be able to move to four separate areas in the room. Prearrange with classroom teacher.

Post sentence strips in classroom prior to lesson.

Resources/References:

Helping Kids Handle Anger: Assist Program

Guidance Units K-Grade 6. (1991). Boise, ID: Boise Public Schools

Room Arrangement: Students seated at desk in classroom; during lesson, students move to four separate areas of the classroom.

Key Words: problem solving

Anticipatory Set:

Display four posters which show the four steps in problem solving. Ask students to think of the pictures to help them remember each step:

Stop and Calm Down--Stop Sign
Think--Light Bulb
Act--Runner
Review--Movie Reel

Put up STAR poster; have children repeat the 4 steps as you (or a student) attaches the pictures to the Star points. Tell students to think of these pictures to help them remember the "STAR" words.

Lesson Activities:

Tell students an important task in solving problems is to take action. They will be practicing making decisions in a group activity.

Explain the "Mad, Sad, Glad Game" as follows:

SAY: "In this game, I need you to listen carefully while I read a question. You decide if you would feel mad, sad, glad, or afraid. Then, you move to whichever corner of the room matches the feeling you chose." *(Indicate labels posted around the room.)*

"After each question, I will ask you to Stop, Think, Act, and Review--then tell us your feelings in an I-message."

(Be sure each students understands the procedure).

Use the following or similar statements:

1. On the school bus, an older, bigger boy told you to get out of the seat. He wanted to sit there. What feeling would you have?

2. You are the only one you know who did not get invited to a classmate's birthday party. What feeling would you have?

3. At recess, the same people always get the tether ball first and keep it most of the recess. How would you feel?

4. You got a little brown dog for your birthday last week. He's been so much fun! But this morning he seemed very sick. Your mother said she will have to take him to the veterinarian. How do your feel?

5. Your little sisters each want the same toy. Your dad tells you to play with them so they'll quit fighting. You are watching your favorite TV program. How do you feel about your father's request?

6. You were reaching for a cookie from the cookie jar in the cupboard but your hand slipped, knocking your mother's favorite dish to the floor. It is totally smashed. What feeling(s) do you have?

7. The neighbor gave you a box of your favorite candy because you helped him clean his garage. After school today, you discovered your big brother and his friend had eaten every piece. What is your feeling?

8. The playground teacher scolded you for causing a problem in a game several kids were playing. You were standing in the group but you weren't playing. What feeling do you have?

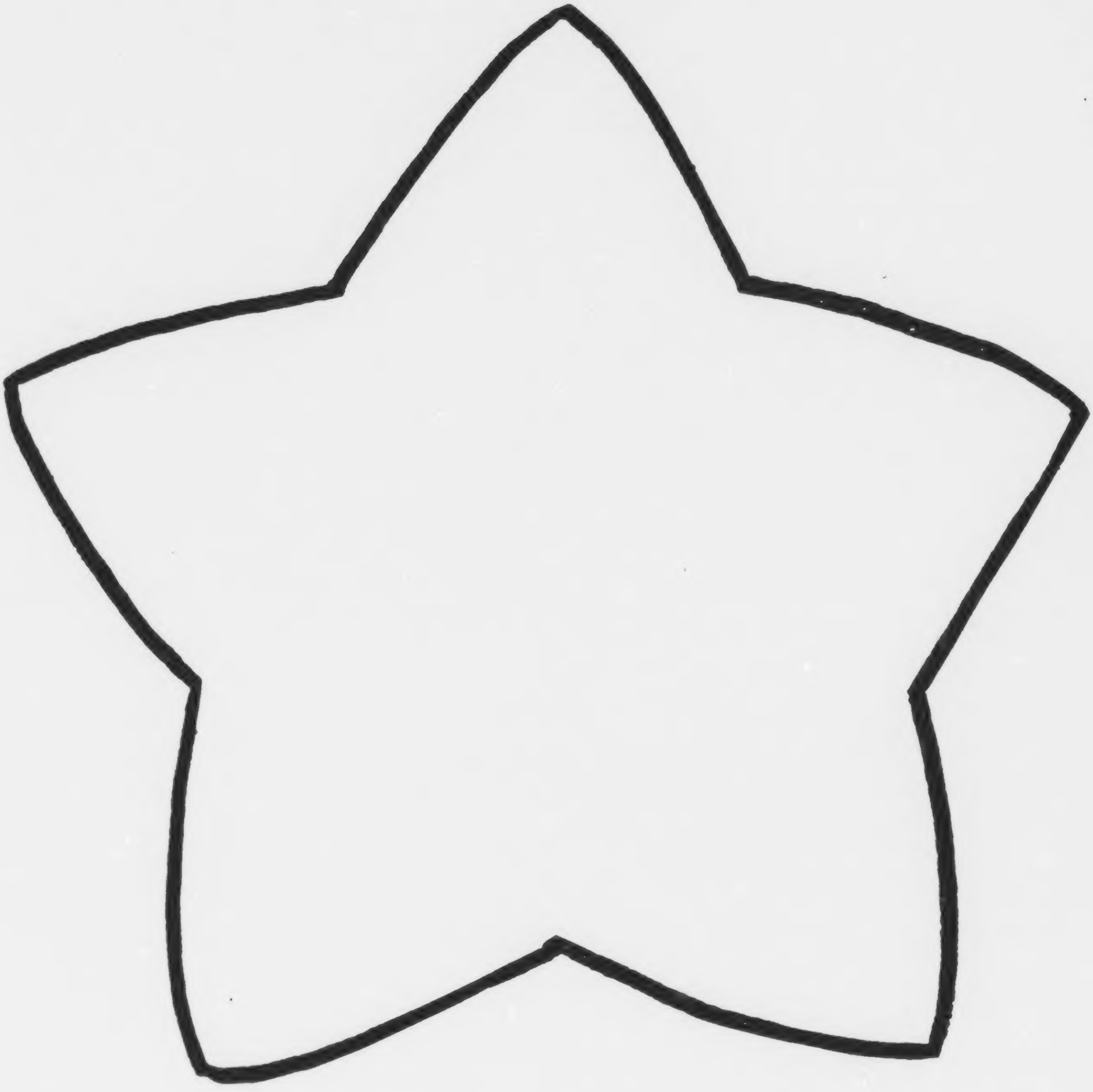
Practical Application:

Take home activity sheets (3 pages). Explain directions on the sheets to students.

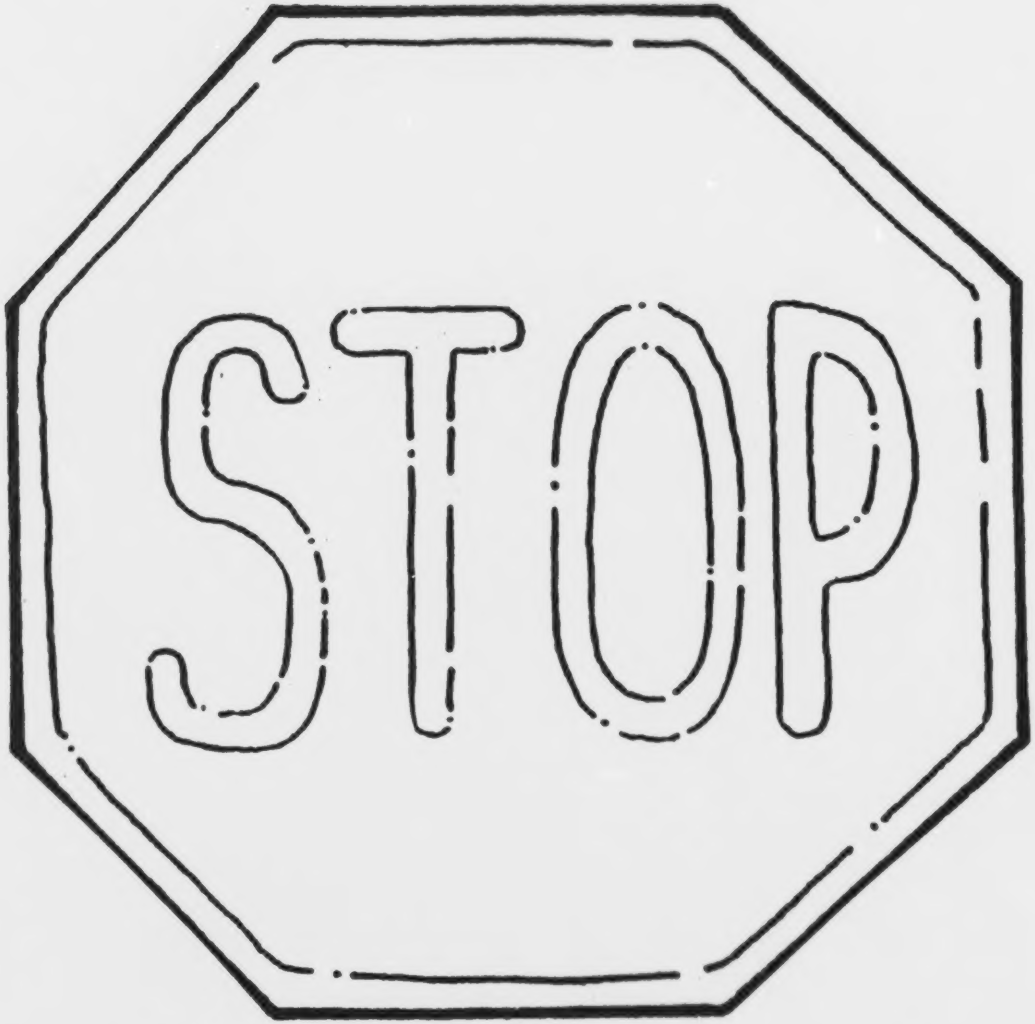
Suggested Home Activity: Letter to parents (included)

Evaluation:

Encourage/observe continued use of the STAR pattern when problems emerge.



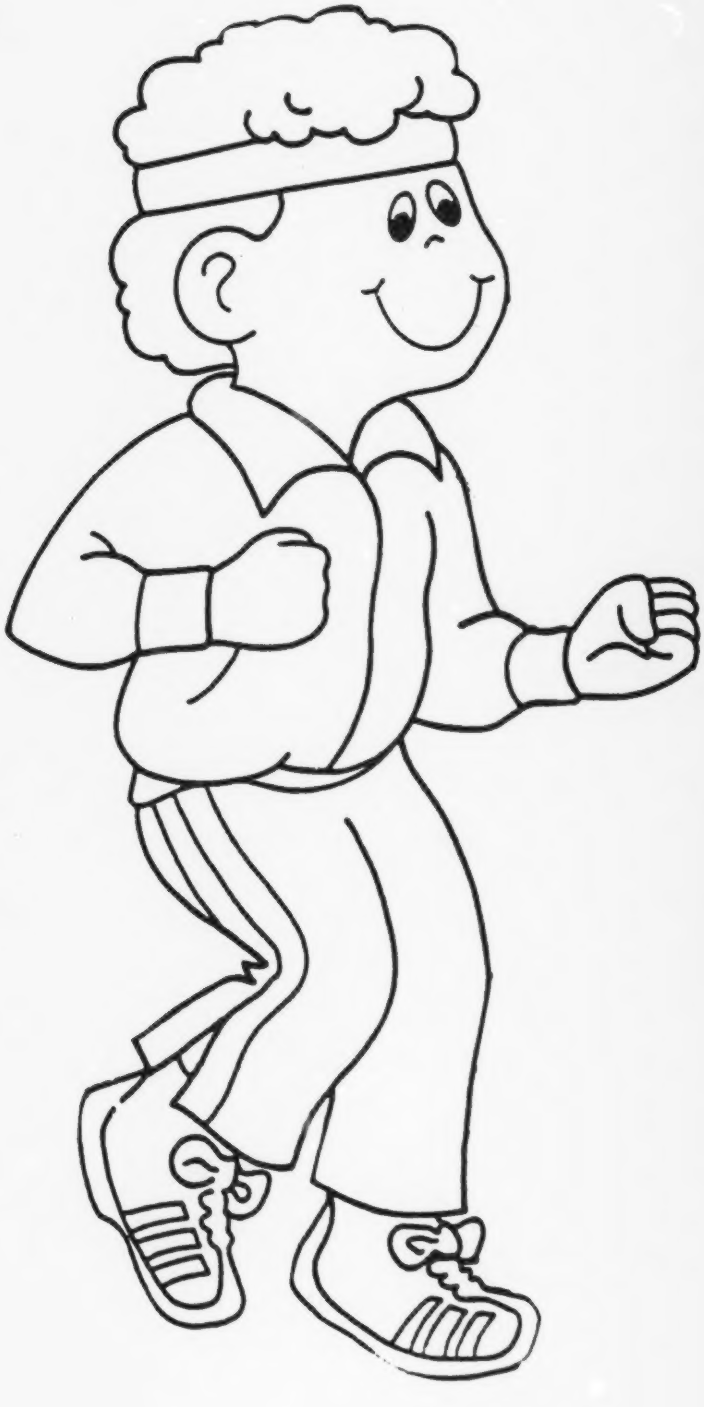
2:3

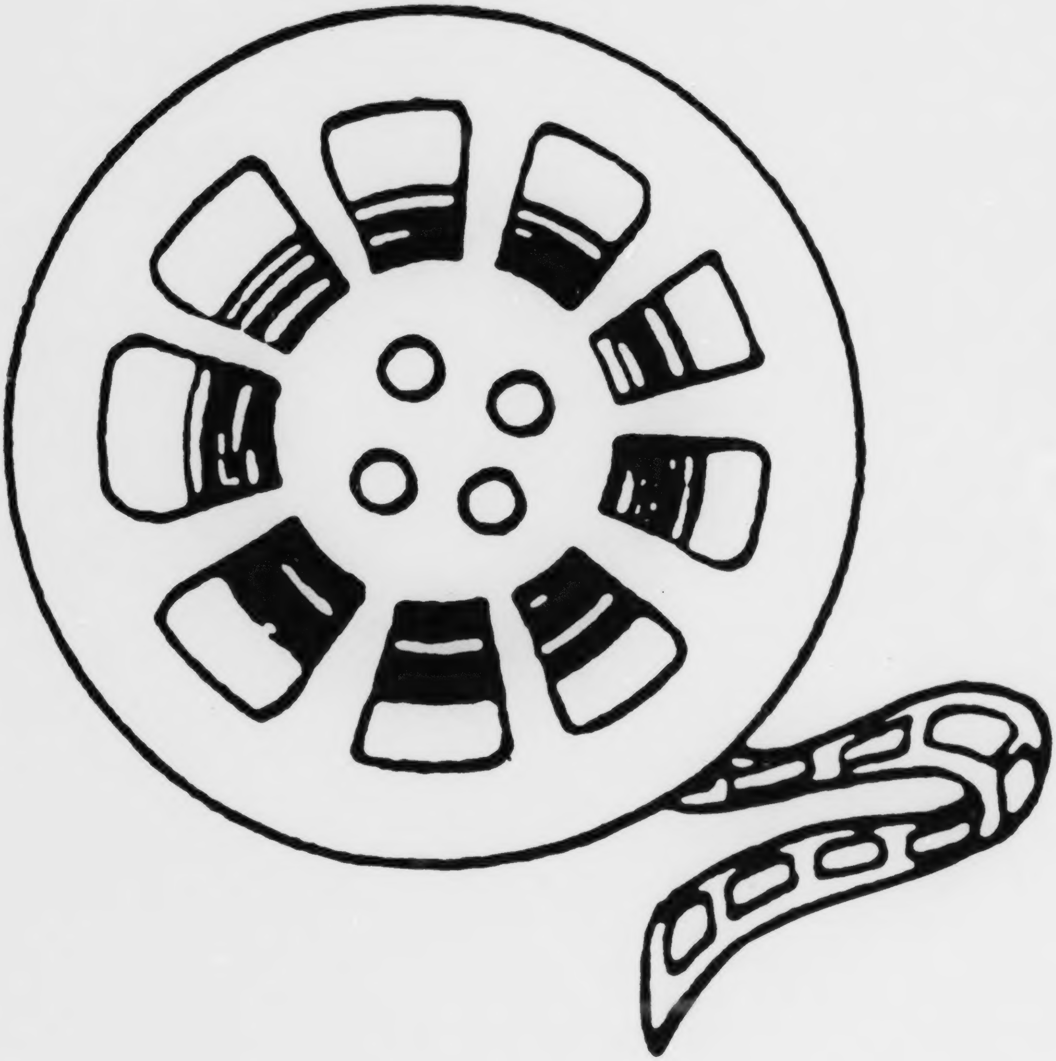


2:3

128

127

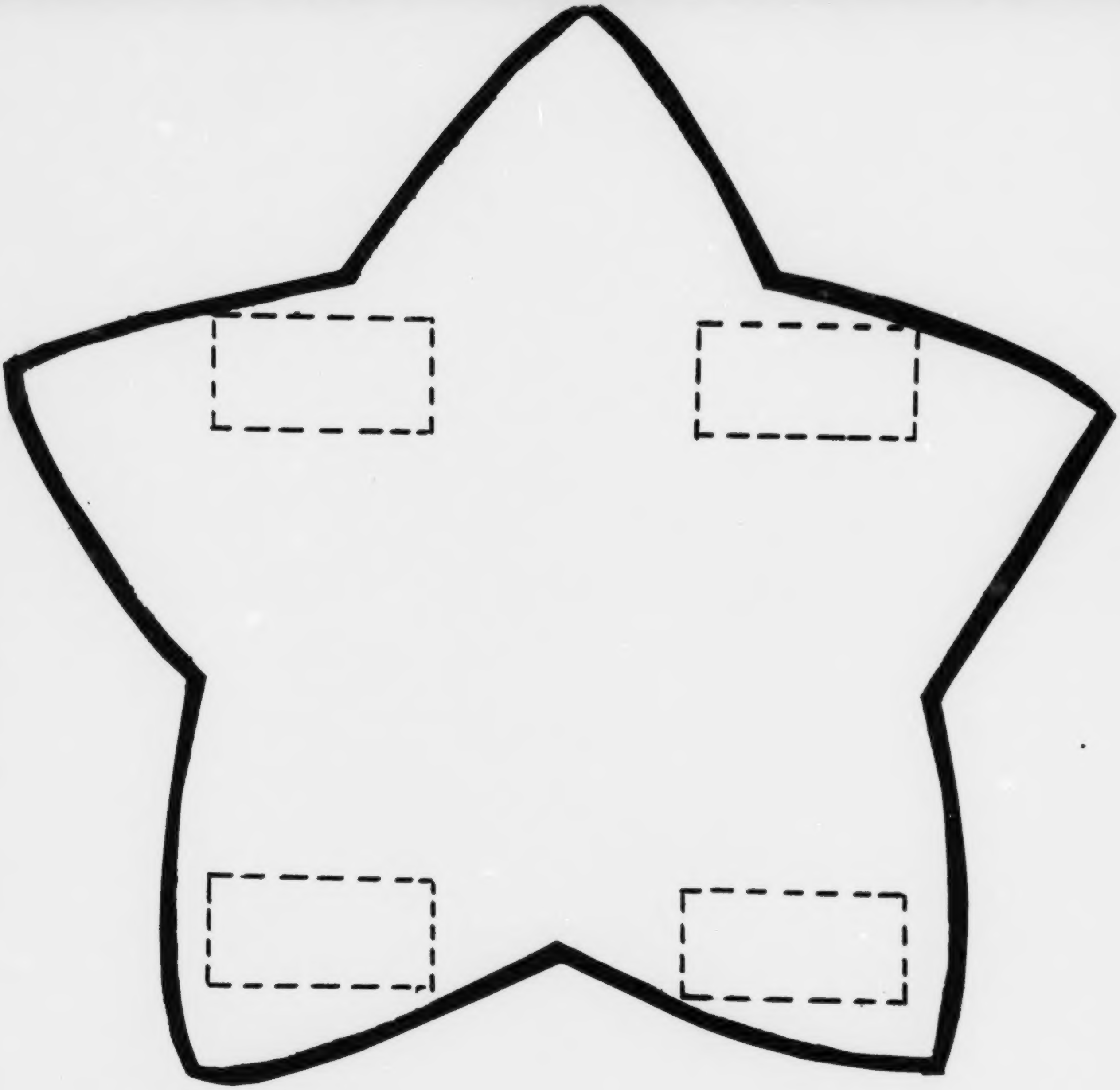




When you Get Angry--Stop

STOP

. . .AND CALM DOWN



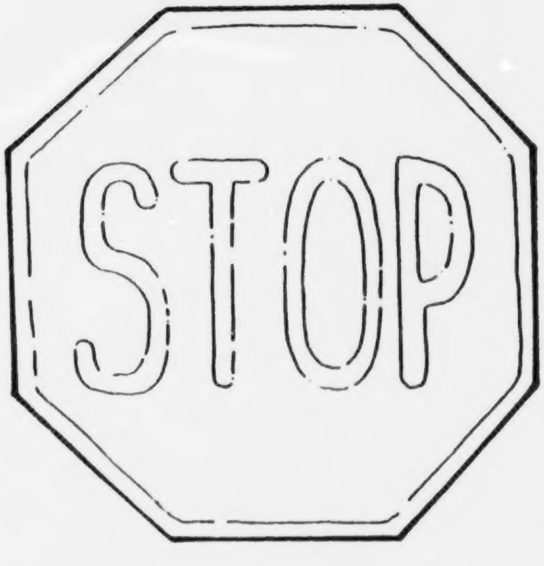
STOP: "I have to calm down!"

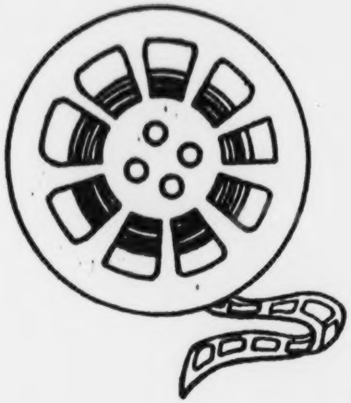
THINK: "What is the problem?"
"What are my choices?"
ACT: Choose one way. Do it.

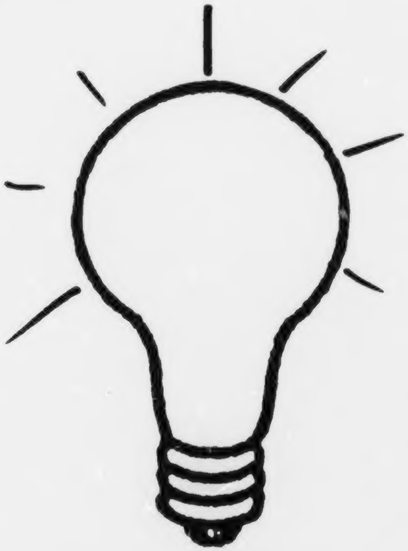
REVIEW: "How did this work?"

Star Performers

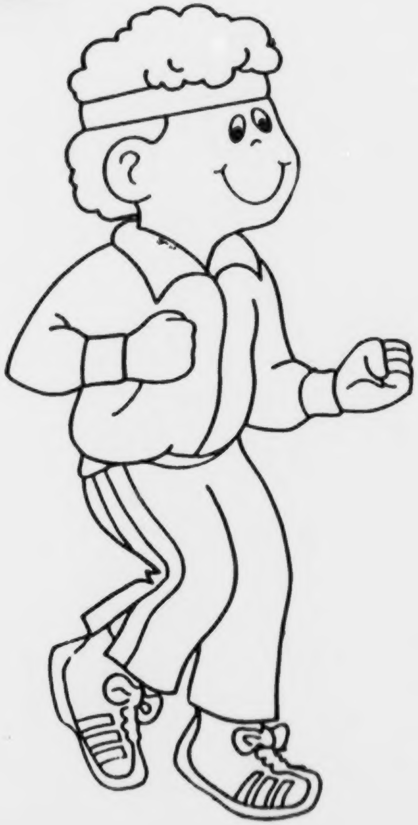
INSTRUCTIONS: There are 4 steps in solving a problem. Together their first letters spell STAR. Print one "Star" word in each of the rectangles below. Then, cut on the broken lines. Paste the rectangles on the STAR handout--the correct answers are on the bottom of the page.







134



135

2:3

Dear Parents,

Today, second graders learned a four-part pattern to use when they have problems to solve. The first letter of the words in the pattern form the acronym, STAR. (Stop, Think, Act and Review). As with most of us, children tend to feel (angry, mad, etc.) and react without first thinking what the results of their actions might be. Usually, if we calm down and think the situation over first, our actions will be more positive. So it is with children.

Your son/daughter has take-home papers that are part of today's lesson. When the lessons learned at school are reinforced at home, your child benefits greatly. Some ideas for using these handouts follow.

Suggested Home Activities:

1. One paper ("When You Get Angry--STOP") is a reminder. Discuss some situations that have happened in your family recently where this idea was used or could have been used.

2. Post this handout in a prominent spot where all family members can use it as a reminder.

3. The two-page handout is an activity sheet for children to do at home. It will have more meaning to your son/daughter if you talk about it together.

4. Encourage your child to share his/her feelings with you. Help him/her THINK about possible solution choices for problem.

5. After a problem has been settled, wait a day or two, then ask your child how the solution worked. Would another choice have been better? Discussions such as these keep communication open between parents and their children--and, they give children the message they are important and valued as an individual.

6. When parents "fly off the handle" or react to a problem spontaneously, it is O.K. to admit to the child that the "calm down approach" could have been used with better results. When adults are honest about their actions, it helps kids understand integrity. (They already know we aren't perfect.)

LESSON 4 **Time Required: 30 Minutes**

Goal: To help children take positive action toward problem solving.

Outcome Statement: The student will be able to describe and use a basic action plan for solving problems.

Supplies Needed:

Flannel Board or Bulletin Board
Puzzle pieces (pattern included)
Student activity sheet "Help Joe Untangle His Problem" (one per child)
Chalkboard/chalk
Children will need scissors and glue/paste
Letter to parents (included)

Resources/References:

Aiken, T. et al. (1990). *Creating Success: A Program for Behaviorally and Academically At Risk Children.* Spring Valley, CA: Innerchoice Publishing.

Helping Kids Handle Anger. Assist Program

Graphic Source Clip Art. (1986). Wheeling, IL: Graphic Products Corporation.

Dellosa, J., and Carson, P. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Room Arrangement: Students seated at desks in classroom

Key Words: problem choice solution

Anticipatory Set:

STAR puzzle pieces randomly pinned to a bulletin board, flannel graph* or attached to chart paper on an easel.

*(*NOTE: A simple flannel graph can be made by using display posters with a self-stand, such as fabric stores have to display pattern designs. These are often available free of charge. Cover the front surface of the poster with cotton flannel secured with white glue).*

SAY: "Can anyone tell me what picture these puzzle pieces make? What keeps us from knowing immediately? (*Lead students in discussion*) "Today we're going to learn that solving our problems is a lot like putting a puzzle together."

Learning Activities:

SAY: "When we have a problem, we need to stop--then THINK . The first thing we have to think about is: What is the problem?"

"Our problem here is that we have a picture but we don't know what it is because it's in a lot of pieces. However, is there more to this problem than pieces?" *(Lead children to come up with ideas: i.e. some pieces are too high for children to reach, some pieces are the same color, we aren't sure all the pieces are here, etc).*

"Now that we have described the whole problem, the next thing to think about is 'What are the possible solutions or choices?' That means naming the things we could do to solve the problems. Let's share our ideas." *(Use items from above to generate solutions such as: having the tallest student reach the highest pieces, sorting pieces by color, putting border pieces in place first, deciding who will go to work on the puzzle, whether to put it together today--or at all, etc.)*

CONTINUE: "Now we are ready to go to the next step: ACT. We have to try our ideas." *(Discuss which idea to try first).*

(Have students put puzzle together).

Practical Application:

List the **think** and **act** steps for problem-solving on the chalkboard.

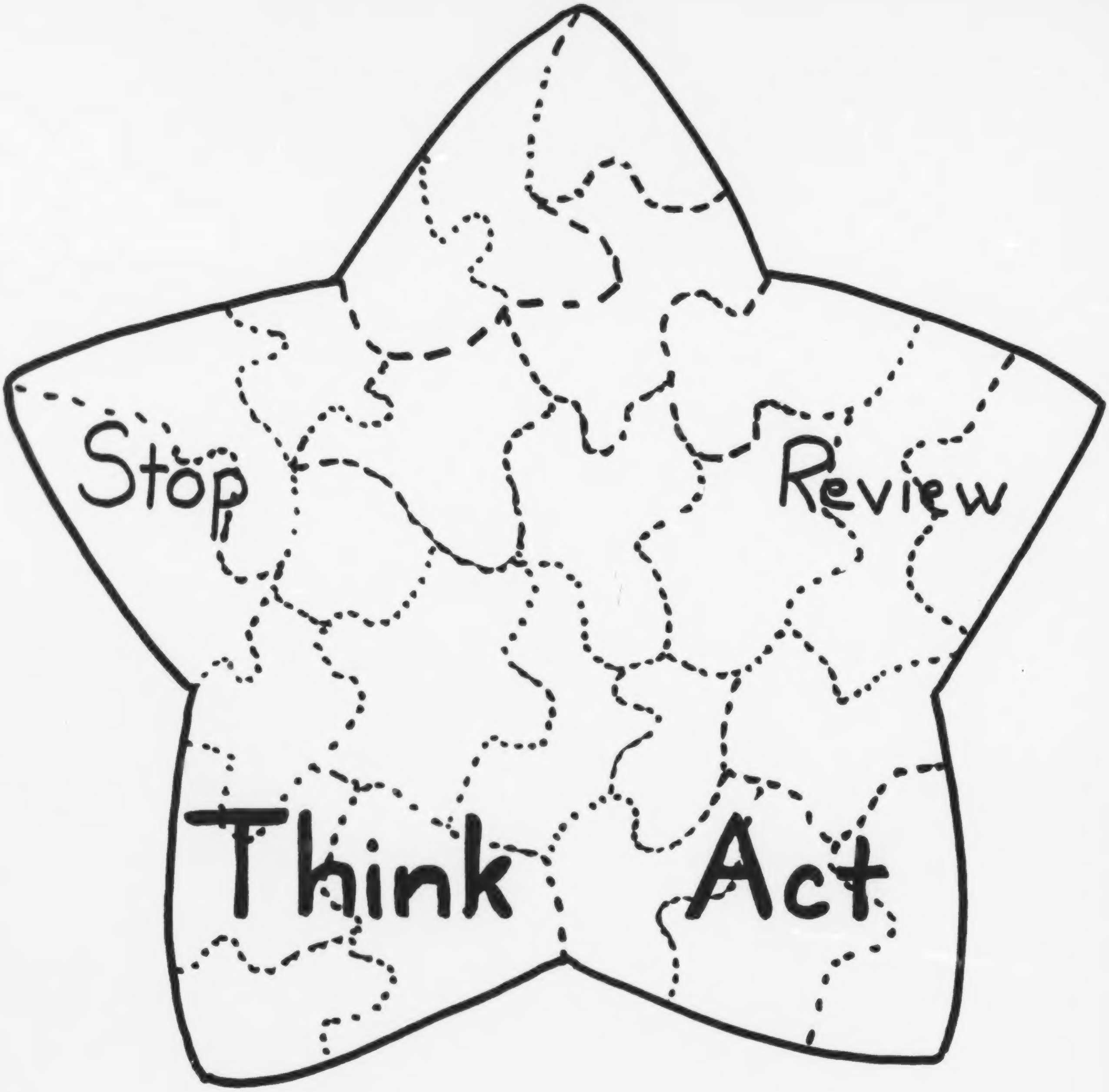
Give students the activity sheet, "Help Joe Untangle His Problem." They will need to take scissors and glue or paste from their desk. Give oral instructions for the activity.

Related School Activities:

The term "untangle problems" and the example on today's activity sheet can be used by students who are involved in Student Council, peer mediation groups and peer helper programs. It offers a visual concept of the mental work being done in bring problems to solution.

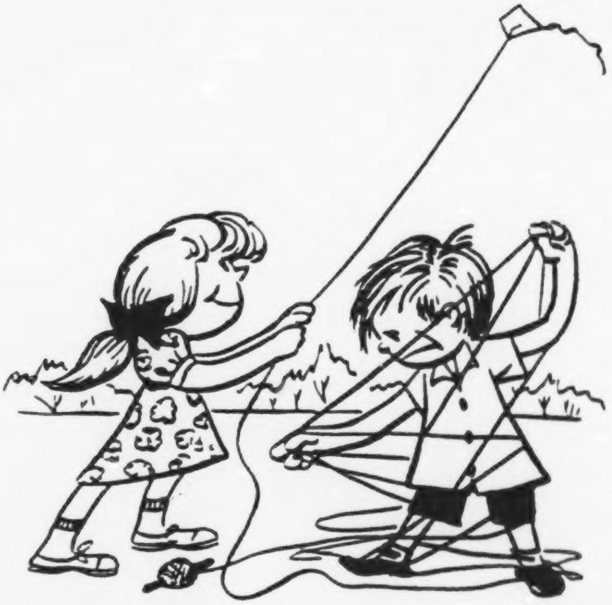
Suggested Home Activity: Letter to parents (included)

Evaluation: Continued observation and encouragement of student use of problem solving skills. Reteach individually and with small groups as the need is indicated.

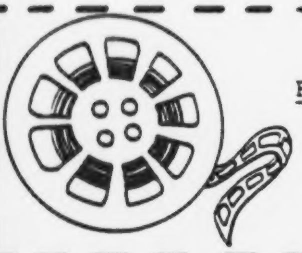

Stop
Review
Think
Act

INSTRUCTIONS: Enlarge pattern for use on flannelboard by copying on heavier paper. Laminate. Glue flannel (cotton) to the back side. Cut into puzzle shapes.

Help Joe Untangle His Problem



Joe is having a terrible problem. The string for his kite is all tangled. Help Joe solve his problem. Cut out the steps for solving the problem (below). Then, glue them beside the picture in the order Joe should use them!



REVIEW: How did your choice of solution work out?

STOP: Calm Down!

THINK: What is the problem?

ACT: Try one of the choices.

THINK: What are my choices?

Dear Parent:

Today's conflict resolution lesson for second graders continued the use of the STAR plan for solving problems: stop and cool off, think, act and review. Children were encouraged to think of conflicts as puzzles to be solved.

Sometimes, the issue that seems to be the problem is only part of the picture. Activities in the lesson helped children take a broader look at a problem, then think of several possible choices they could try in resolving the issue.

Conflict resolution takes lots of practice if a child is going to be able to work through the situation rather than just reacting to it. But, as all adults know, conflict-resolution is a lifetime process. Skills children learn at an early age will be useful into adulthood.

Suggested Home Activities:

1. Continue reinforcing the STAR pattern for solving conflicts at home.

2. When a conflict comes up, try to talk over the problem with your son/daughter. Look at as many parts of the problem as he/she can understand. Be sure your child has opportunities to express his/her ideas, so this isn't a "lecture" session.

3. The activity sheet, "Help Joe Untangle His Problem," which was used in today's lesson, can be a useful tool for discussing the STAR method of conflict resolution.

4. Helping children solve problems takes time and patience. It is often easier for an adult to make a decision and get the conflict settled than to go through the conflict resolution process with a child. But the required effort pays long-term dividends when your child can make good decisions independently.

LESSON 5 Time Required: 30 Minutes

Goal: To help children understand their responsibility in making a peaceful school community by solving small problems independently.

Outcome Statement: The student will be able to demonstrate use of a six-part "Action Choices Wheel" to solve small problems independently.

Supplies Needed:

"Action Choices Wheel"
"Action Choices Wheel" handout (copied on bright paper; one per student)
"STAR" poster from Lesson Three
Choices-->Action poster (pattern included)
Marker pieces (buttons, paper squares, wooden circles, etc.) for the "Take Action" game (10 per student)
Situation cards for "Take Action" game (pattern included)
Letter to parents (included)

Resources/References:

Guidance Units K-Grade 6. (1991). Boise, ID: Boise Public Schools.

O'Neill, B., and Gladd, D. (1991). *Kelso's Choice: Conflict Management for Children.* P. O. Box 30, Winchester, OR, 97495. (503-672-3826). Rhinestone Press.

Room Arrangement: Students seated at desks in classroom.

Key Words: helpful independent

Anticipatory Set:

Display "STAR: poster. Have students name the four problem-solving steps. Ask students to state the two questions that should be answered in the "THINK" step.

SAY: "When our feelings need attention, another important part of solving the problem is naming the feeling and then, taking responsibility that it is our own feeling."

(Replace STAR with "Choices . . . Action" poster)

Lesson Activities:

SAY: "When we have a strong feeling, we want to do something about it--react to the feeling. Using the STAR pattern helps."

"We also have to think of choices before we can take helpful action." *(Continue to explain the flow of behavior, using chart.)*

(Post "Action Choices" wheel)

ASK : "How many of you like to be independent--you like to do things all by yourself?" *(Students respond)*

CONTINUE: "What are some feelings you have when you do something good all by yourself and it turned out just fine?" *(Have students share.)*

"This wheel is something you can use to help you decide actions that work. You can use this wheel all by yourself!"

(Hand each student an "Action Wheel Sheet" and 10 markers.)

"When a situation comes up--you can decide which choice you will try. If the first choice doesn't work, try another."

"Of course, if it is a big problem, like fighting, bullying, bad language or threats, then you must go tell a grown-up right away."

"Look at all the choices there are on the wheel." *(Read them aloud).*

Practical Application:

Explain the "Take Action" game as follows:

1. Counselor will read a situation from a card while students listen carefully.
2. Students then decide which action they will take and put a marker on that space of the "Action Choices Wheel," using the handout they have been given.
3. When all situations have been used, discuss their use of choices.

Use classroom go-around to find out which action was used most and which was used least or not at all. Discuss choices that seemed difficult to make.

Related School Activities:

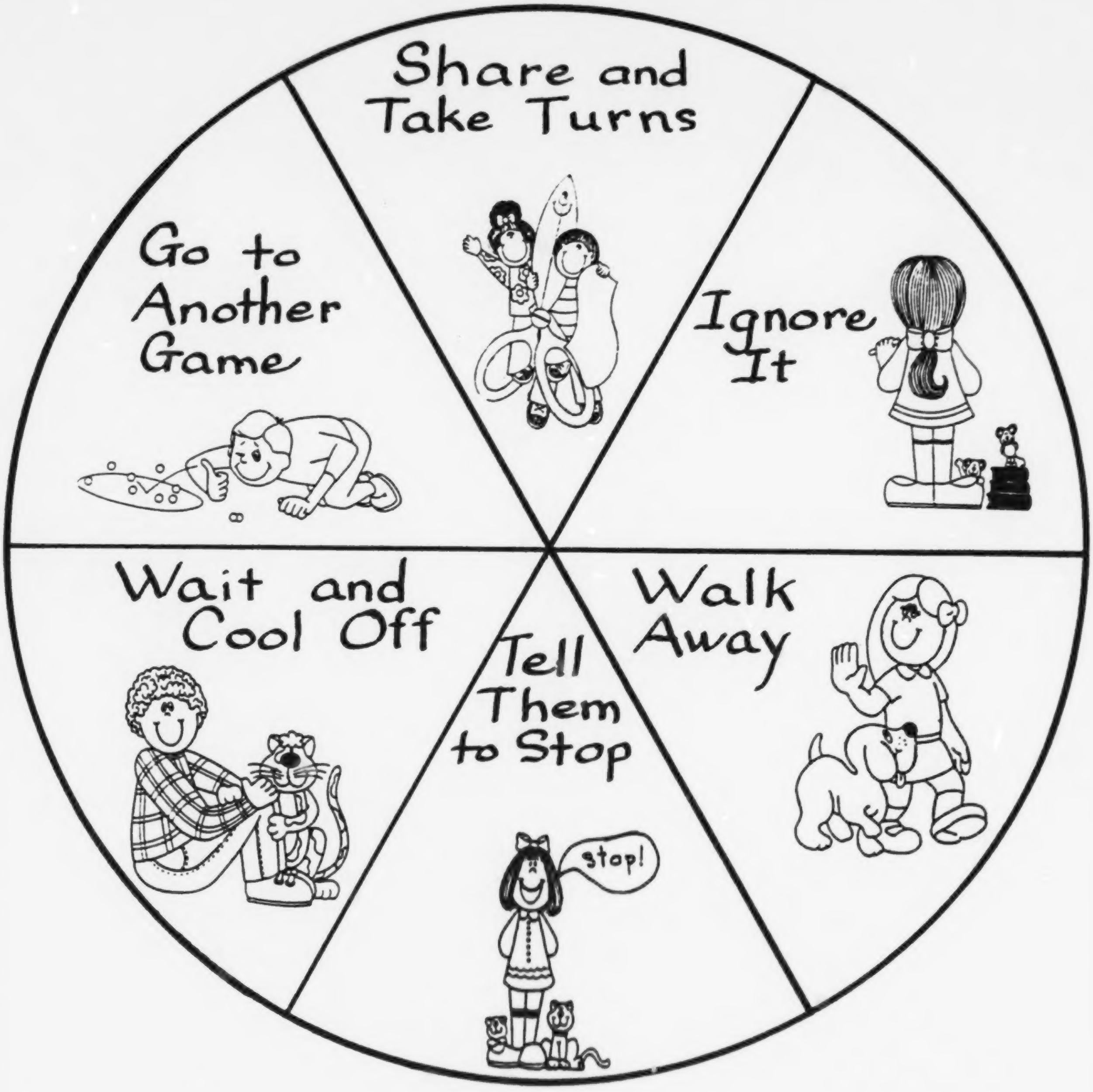
The whole school may use the "Action Choices" wheel as a part of a general school behavior management plan.

Suggested Home Activity: Letter to parents (included)

Evaluation:

Observe students' use of these concepts throughout the school day at varying activities. Reteach and review/reinforce, as the need is indicated.

Action Choices


Share and Take Turns
Ignore It
Walk Away
Tell Them to Stop
stop!
Wait and Cool Off
Go to Another Game

Go tell a grown-up for:

- Fighting
- Bullying
- Bad Language
- Threats

Adapted from O'Neill and Glass, "Kelso's Choice: Conflict Management for Children." P.O. Box 30, Winchester, OR, 97495 (503-672-3826). Used by permission.

I feel____when________.

I can...

Choices → Action

"TAKE ACTION" SITUATION CARDS

Instructions: These situation cards are to be used with the "Action Choices" wheel. (See Lesson 5) Copy on heavy paper and cut apart.

Situation: Two boys are playing at the basketball hoop. They will not let you join in.

Situation: Two of the students in your class keep teasing you about your freckles.

Situation: As you were going out to recess, another student bumped you really hard on the head. He said it was an accident--but you think he might have done it on purpose.

Situation: Everyone in your class seems to have a friend in the room except you. You are new in this school and no one seems to be friendly.

Situation: At lunch, two girls want you to go to the far end of the playground with them. One has a cigarette she brought from home and they are going to try it.

Situation: You have done a writing lesson over three times and your teacher still says it isn't right.

Situation: You and your friends usually have lots of fun at recess but one always runs and tells the teacher if she doesn't get her own way.

Situation: Two of you reached for the most fun game on the table at the same time. There is only one game lik this and it is a game you play by yourself.

Situation: You get the best grades in your class. Some of the kids make fun of you and call you "brainwave."

Situation: Your family doesn't have any extra money for school clothes. You think the kids talk about your old clothes behind your back.

Dear Parents:

Today's lesson was the last in our series, "Making Our School a Peaceful Community." This lesson taught the children to use a six-part "Action Choices" wheel when solving small problems independently. Your child has a copy of the wheel, which has the following choices: (1) share and take turns (2) ignore it (3) walk away (4) go to another game (5) tell them to stop, and (6) wait and cool off. When conflicts arise, children are encouraged to try at least two of the choices before they tell a grown-up. Of course, if the problem involves threats, fighting, bad language or bullying, children are taught to go to a grown-up immediately.

This wheel is also useful in conflicts that may come up at home--especially when the problem involves siblings or other children. When a squabble begins, parents can discourage the annoying use of tattling by reminding the child/children to resolve their problem by using the "Action Choices" wheel. At school, we ask the children to try at least two of the choices before "telling the teacher." This may be a useful guide for parents, as well.

POST-TEST SESSION Time Required: 10-15 Minutes

Goal: To help children bring closure to the "Making Our School a Peaceful Community" unit and to evaluate any change in their problem solving skills.

Outcome Statement: The student will be able to express his/her understanding and use of problem solving.

Supplies Needed:

Post-test sheets (1 per child; copied on pastel paper different from pre-test)
Transparency of test (from Pretest session)
Overhead Projector
Stickers or other non-food treats, etc. (1 per child) *(Optional)*
Children will need pencils

Room Arrangement: Children seated at desks in classroom.

Anticipatory Set: Brief review of the unit such as "We've spent several weeks discussing ways to solve problems peacefully. What are some things we have learned?" *(Children respond orally).*

Lesson Activities:

Tell students you usually end a unit by letting them show you what they have learned. To do this, you will give them the same questions they answered in the beginning of the unit. This will help you see what they have learned.

Practical Application:

Explain to children the importance of using the STAR way to solve problems and the choices wheel to help them decide.

Suggested Home Activity:

Parent contact should be made for students who are continually having trouble solving small problems independently.

Evaluation:

Counselor scores tests. Record percentage of over-all improvement and percentage of improvement in areas that were weak on the pretest. Note areas that continue to show weakness.

Use response to last question to assess need for group and/or individual counseling for some students.

RESOURCES/REFERENCES FOR GRADE TWO LESSONS

Aiken, T. et al. (1990). *Creating Success: A Program for Behaviorally and Academically at Risk Children.* Spring Valley, CA: Innerchoice Publishing.

Helping Kids Handle Anger: Assist Program.

Bedley, G. (1979). *The A,B,C, D's of Discipline.* Irvine, CA: People-Wise Publications.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program* Mt. Holly, NJ: GoWell and Kent, Inc.

Dellosa, J., and Carson, P. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Forte, I. (1990) *Fall Clip Art a la Carte* Nashville, TN: Incentive Publications, Inc.

Graphic Source Clip Art (1986). Wheeling, IL: Graphic Products Corporation.

Guidance Units K-Grade 6 (1991). Boise, ID: Boise Public Schools.

Kreidler, W. (1984). *Creative Conflict Resolution* Glenview, IL: Scott, Foresman and Company.

"Mad, Sad, Glad Game," Warminster, PA: Mar*Co Publications.

O'Neill, B., and Gladd, D. (1991). *Kelso's Choice: Conflict Management for Children.* Winchester, OR: Rhinestone Press.

UNIT CONTENTS
GRADE THREE

Page

Unit Summary: Lesson Goals and Outcome Statements 97

Supplies Needed for This Unit. 98

Pretest Session. 100

Lesson 1 104

Lesson 2 108

Lesson 3 112

Lesson 4 116

Lesson 5 122

Post-session. 129

Resources References. 130

UNIT SUMMARY: LESSON GOALS AND OUTCOME STATEMENTS
Grade Three

Goal 1: To help children increase awareness of their school environment and to accept personal responsibility for developing a peaceful school community.

Outcome Statement: The student will be able to access the over-all climate of his/her school and indicate ways she/he can help develop a more peaceful school community.

Goal 2: To help children develop skills in problem-prevention by means of positive communication.

Outcome Statement: The student will demonstrate problem-prevention by using positive communication skills in listening and in expressing feelings.

Goal 3: To help children increase their awareness of nonverbal messages in communication.

Outcome Statement: The student will be able to define nonverbal (body) language and to describe the role it plays in problem-starting and problem-stopping.

Goal 4: To help children gain skill in using the basic steps of problem-solving and develop skill in solving problems independently.

Outcome Statement: The student will be able to demonstrate the use of the STAR pattern for solving problems and incorporate the use of an "Action Choices" wheel in the problem-solving process.

Goal 5: To help children develop negotiation skills to resolve personal conflicts.

Outcome Statement: The student will be able to demonstrate the use of negotiation as a way to resolve personal problems.

SUPPLIES NEEDED FOR THIS UNIT

Pretest Session:

One copy of pretest/post-test for each student (copied in pastel paper)
Students will need a pencil
Letter to parents (included)

Lesson One:

Student worksheet, "Is Your School Respected?" (one per student)
Chalkboard with words **respect** and **responsibility**
Transparency of poem: "The Rights We Have in This Classroom"
Overhead projector
"I Am An Individual" poem (one copy per student on colored paper)
Worksheet: "A Bear-y Responsible Student" (one copy per student)
Peaceful School Person pattern (one copy per student)
"Bear-y Responsible" award coupons (copied on assorted neon paper)
Calculator
Students will need pencils and crayons, markers or colored pencils
Letter to parents (included)

Lesson 2:

Flannelgraph board with these flannel-backed word strips:

Problem Starter	Problem Stopper
Poor listening habits	Blames feeling on others
Listens carefully	Owns his/her feelings

(An overhead transparency or chart paper could be substituted).

Student handouts: "Good Listener's Checklist," "I-message worksheet," and "List of Feeling Words." (one of each sheet per student.)
I-message transparency (use top part of I-Message worksheet)
Transparency: Words to "There Is Always Something You Can Do"
Overhead projector
Guitar, piano, or pre-taped "sing-along" music to "There is Always Something You can Do."
Students need pencils
Letter to parents (included)

Lesson 3:

Flannelgraph board with flannel-backed word strips from Lesson 2 plus
these additional word strips: Negative body language
Positive body Language

Word strips and bowl or box to hold them (for role-play). Strips should say:
- Be Quiet
- Nervousness
- Happiness
- Boredom
- Anger
- Come over here and sit down
- Fear

Activity sheet, "Wordless Messages" (one per student)
Students will need a pencil
Letter to parents (included)

Lesson 4:

Transparency of blank star (master included)
Vis-a-vis or other felt tip marker for transparencies
Copy of anticipatory set scenario (*optional*)
Transparency of "Action Choices" wheel
"Action Choices" wheel handout (copied on bright or neon paper) (**2 per student**, one for class and one to take home)
"Practice Situations Sheet" (one for each group of 4 to 5 students)
"A Puzzle of Choices" take home activity (one per student)
Overhead projector
Space for children to work in groups of 4-5 in the classroom
Letter to parents (included)

Lesson 5:

Materials for pepper demonstration:
- glass pie plate
- warm water
- shaker container of black pepper marked "conflict"
- paper cup containing a few drops of liquid detergent

Overhead projector
Student handouts: "Conflict Resolution Windows" and "Steps to Negotiate a Conflict" (one per student)
Transparency of "Action Choices" wheel from Lesson Four
Transparency of "Conflict Resolution Window"
Transparency of "Steps to Negotiate a Conflict"
Situation cards for small group activity (two cards per group of 4-5 students)
Letter to parents (included)]
Prior agreement with teacher to participate in role-play

PRETEST SESSION **Time Required: 10-15 Minutes**

Goal: To prepare students for the unit, "Making our School a Peaceful Community" and to assess their present knowledge and use of problem-solving skills.

Outcome Statement:

The student will become familiar with the unit, "Making Our School a Peaceful Community" and will complete a pretest assessment for the unit.

Supplies Needed:

One copy of pretest/post-test for each student (copied on pastel paper)
Students will need a pencil
Letter to parents (included)

Room Arrangement: Students seated at desks in classroom.

Anticipatory Set:

Teacher introduces counselor--or counselor gives self-introduction. A brief synopsis of the unit is appropriate and can include ideas from unit lesson goals.

Tell students that, before the lessons are started, they have an opportunity to tell what they already know about making school a peaceful place. That is the purpose of the pretest session.

Lesson Activities/Practical Application:

Give each student a copy of the pretest. Read the instructions aloud. Circulate around the room to be sure students understand the assigned task. Collect papers when students have completed the assignment.

Suggested Home Activity: Letter to parents (included)

Evaluation:

Counselor scores pretest noting areas of strength and weakness. Compare results with post-test at end of unit.

MAKING OUR SCHOOL A PEACEFUL COMMUNITY

Pretest/Post-Test - Grade 3

Instructions: For each of the following questions or statements, circle the answer you believe is the best choice.

1. **This morning you find writing along one wall of the school bathroom. You don't know who did it. What should you do?**
   nothing　　tell a friend　　tell the teacher

2. **You have heard that every student is responsible to keep school a safe and happy place. What do you think about that idea?**
   it is very true　　it is mostly true　　it is not true

3. **Listening skills that work best include using**
   eyes and ears　　looking at the speaker　　both of these

4. **An I-message is used to tell**
   what you see　　what you hear　　what you feel

5. **There is an old saying: "Your actions speak so loudly I can't hear what you say." This saying is talking about**
   listening carefully　　body-language　　using good words

6. **On the playground, some older boys tease you about your name. You feel angry and upset because they do this almost every day. To help solve the problem, your first step should be**
   stop and cool off　　tell the teacher　　hit them

7. **Your sister promised to take you to a movie. Instead, she went with her friends. In this situation**
   your sister makes you mad　　you'll get back at her
   what you feel about this situation is your choice

8. You and your friend have gotten into a small argument because she wants to play hopscotch and you want to play tether ball. The best choice for you is

tell the teacher	get a new friend	make a deal

9. You let your friend borrow a book you checked out of the Media Center. Now, your friend tells you he has lost the book. To help solve this problem you should first

talk it out	tell the teacher	ignore it

10. Negotiate means to

give up	lose a little, gain a lot	win no matter what

Dear Parent:

The beginning of the school term brings new faces, new challenges and new opportunities to our school community. Children are excited and sometimes a little worried about their life at school--a new classroom, different teacher, different desk and different seating arrangement. These problems seem small enough to grown-ups but to children, they can seem overwhelming.

In order to help all children resolve the conflicts they face, your child's school counselor will present a series of lessons in a unit titled, "Making Our School a Peaceful Community." The curriculum for this unit was developed by Caldwell District School Counselors so it will meet the needs of the children in their schools. The lessons will be taught in your child's classroom.

The goal of each lesson is as follows:

Lesson One: To help children increase awareness of their school environment and to accept responsibility for developing a peaceful school community.

Lessons Two: To help children develop skills in problem prevention by means of positive communication.

Lesson Three: To help children increase their awareness of non-verbal messages in communication.

Lesson Four: To help children gain skill in using the basic steps of problem solving and develop skill in solving problems independently.

Lesson Five: To help children develop negotiation skills to resolve personal conflicts.

Each week your child will bring home a "Dear Parent" letter. It will describe the lesson taught that day. Each letter will include Suggested Home Activities--ideas parents can use to reinforce the problem solving skills your child has learned at school.

I am looking forward to this opportunity to work with your child and other third graders. If you have questions regarding this unit, please call ______.

Sincerely,

(School Counselor)

LESSON 1 **Time Required: 30-40 Minutes**

Goal: To help children increase awareness of their school environment and to accept personal responsibility for developing a peaceful school community.

Outcome Statements: The student will be able to assess the over-all climate of his/her school and indicate ways she/he can help develop a more peaceful school community.

Supplies Needed:

Student worksheet, "Is Your School Respected?" I per student
Chalkboard with words **respect** and **responsibility**
Transparency: "The Rights We Have in This Classroom"
Overhead Projector
"I Am An Individual" poem (one copy on colored paper per student)
Worksheet: "A Bear-y Responsible Student" (one copy per student)
Peaceful School Person pattern (one per student)
"Bear-y Responsible" award coupons (master included) copied on assorted neon paper.
Calculator
Students will need pencils and crayons, markers or colored pencils
Letter to parents (included)

References:

"Is Your School Respected?" Practical Ideas for Counselors, Vol. 14, No. 5. Warminster, PA: Mar*Co.

Drew, N. (1987). *Learning the Skills of Peacemaking* Rolling Hills Estates, CA: Jalmar Press.

Bedley, G. (1982). *Climate Creators* Irvine, CA: People-Wise Publications.

Practical Application:

Give each student a copy of the poem: "I am an Individual." Read it together, then relate to the importance of each person--and our responsibility to treat others with respect.

Give each student a copy of the worksheet, "A Bear-y Responsible Student" and a "Peaceful School Person" pattern. Then, give these directions:

1. Write or draw on the "Bear-y Responsible Student" worksheet something he/she can do to make this year a peaceful one. Choose something related to the classroom, media center, lunchroom, halls, playground, bathrooms or school bus.

2. Then, fold the person pattern and cut out the figure. Choose one goal for a peaceful school the student will help achieve. Print on front of "shirt." Decorate figure to resemble self. Display around the room.

Suggested Home Activity: Letter to parents (included)

Evaluation: Encourage teacher to display the completed worksheets in the classroom.

Suggest the use of award tickets by teacher and/or counselor for students who are caught being respectful and/or responsible.

IS YOUR SCHOOL RESPECTED?

Directions: When students respect their school, they are considerate of other people and property. Read the following statements and put a mark (X) by those that apply to your school.

Classroom:

_____ 1. Students listen when the teacher is talking.
_____ 2. When lining up, students do not crowd to be closer to the front or back of the line.
_____ 3. Desks and other furniture are not marked up in any way.
_____ 4. Students do not take other students' things without asking first.
_____ 5. Trash is not left lying on the floor.
_____ 6. Students wait until called upon before speaking out during class.
_____ 7. Students do not argue with the teachers.

Media Center:

_____ 1. Library books are usually not overdue or lost.
_____ 2. Library books are rarely written in or have torn pages.
_____ 3. The Media Center is a quiet place to work.

Lunchroom:

_____ 1. Trash or food is not left on the tables or floor.
_____ 2. Students do not touch other students' food.
_____ 3. The person in charge of the lunchroom is respected and obeyed.
_____ 4. Food is not thrown at other students.

Halls:

_____ 1. There is very little pushing or shoving in the halls.
_____ 2. Students are not too noisy in the halls.
_____ 3. Rarely does anyone run down the halls.

Playground:

_____ 1. Fights do not happen on the playground very often.
_____ 2. Most students have someone or something to play with on the playground.
_____ 3. If someone gets hurt on the playground, someone will go for help.
_____ 4. When recess time is over, students immediately line up to go back into the building.

Bathrooms:

_____ 1. Paper towels and other trash are put into the wastebaskets.
_____ 2. The walls are not marked up in any way.
_____ 3. The bathroom is a safe place for students to use.

School Bus:

_____ 1. Students do not disturb the bus driver.
_____ 2. There is very little yelling or fighting on the bus.
_____ 3. Students do not single out certain students to tease or ridicule on the bus.
_____ 4. The seats on the bus are not marked up in any way.

Look over your answers. On a scale of 0 (not respected at all) to 10 (very much respected) give your opinion as to how well respected you believe your school is.

I give my school a ranking of number __________ Name______________________________

From "Is Your School Respected?" *Practical Ideas for Counselors,* Vol. 14, No. 5. Warminster, PA: Mar*Co Products, Inc. 18974. (1-800-448-2197).

THE RIGHTS WE HAVE IN THIS CLASSROOM

I have a right to be treated with kindness in this room;
This means that no one will laugh at me, tease or
Insult me.

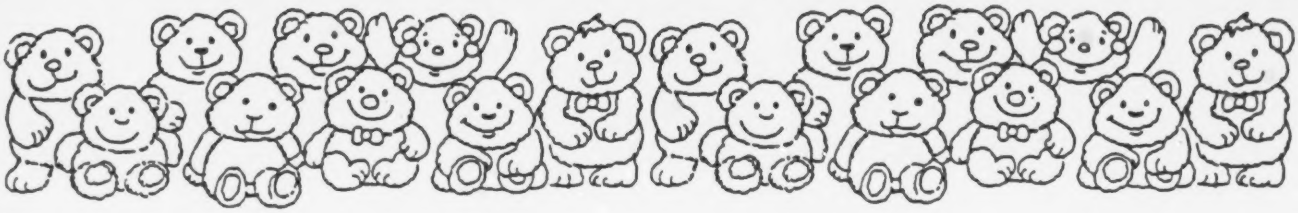
I have a right to be myself in this room;
This means that no one will treat me unfairly because
I am fat or thin, fast or slow, boy or girl.

I have a right to be safe in this room;
This means that no one will threaten me, bully me,
Push me or destroy my property.

I have a right to be heard in this room;
This means that no one will yell or shout, and my
Opinions will be considered in any plans we make.

I have a right to learn about myself in this room;
This means that I will be free to express my feelings
And opinions without being interrupted or criticized.

from The Assist Program



A "Bear-y" Responsible Student...

... ________________________

Name

I AM AN INDIVIDUAL

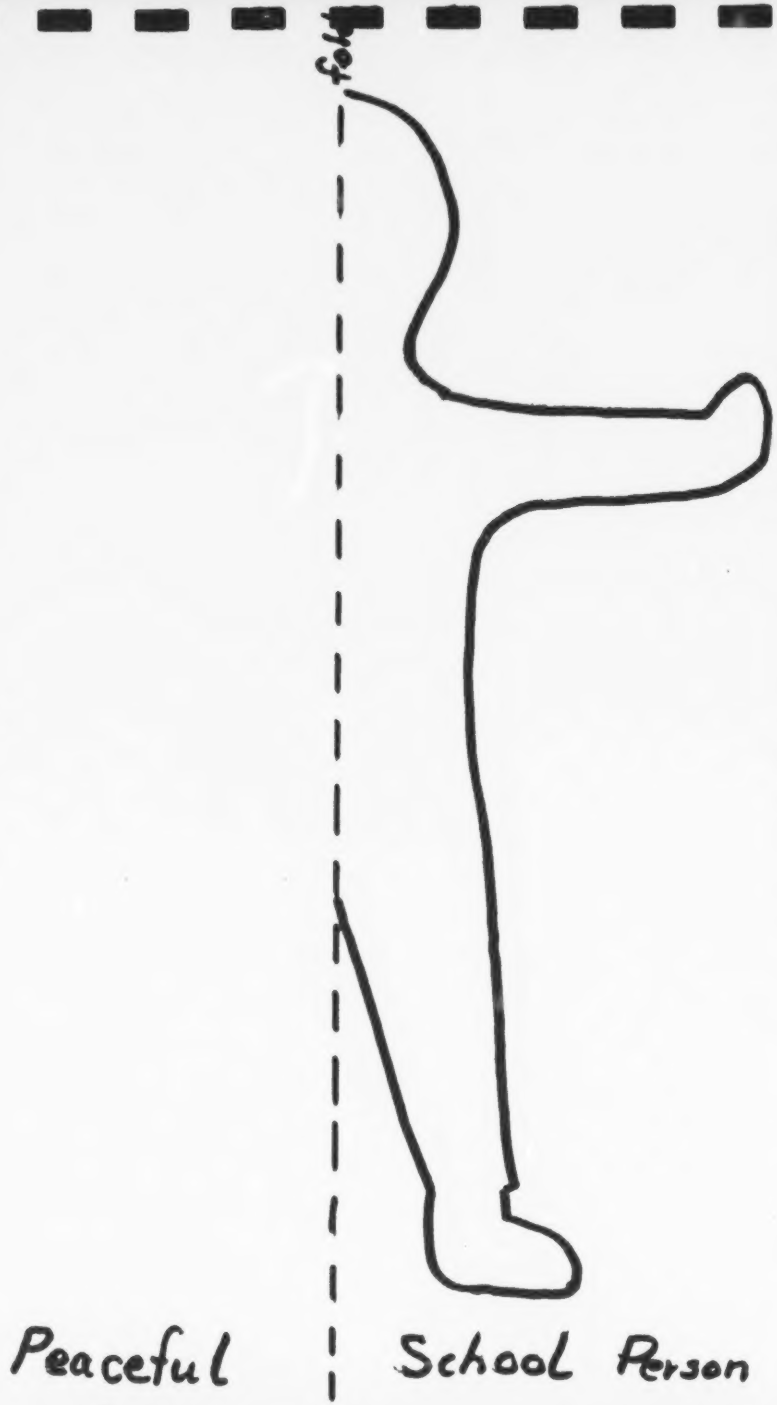
I am an individual,
I have dignity and worth.
I am unique.
I deserve respect and I respect others.
I am part of the human family.
I have something to offer the world.
I am committed to a peaceful world for all of us.
I make a difference, and so do you.
I can accomplish whatever I set out to do, and so can you.
I am the key to peace.

From Drew, N. (1987) Learning the Skills of Peacemaking. Rolling Hills Estates, CA: Jalmar Press. Used by permission.

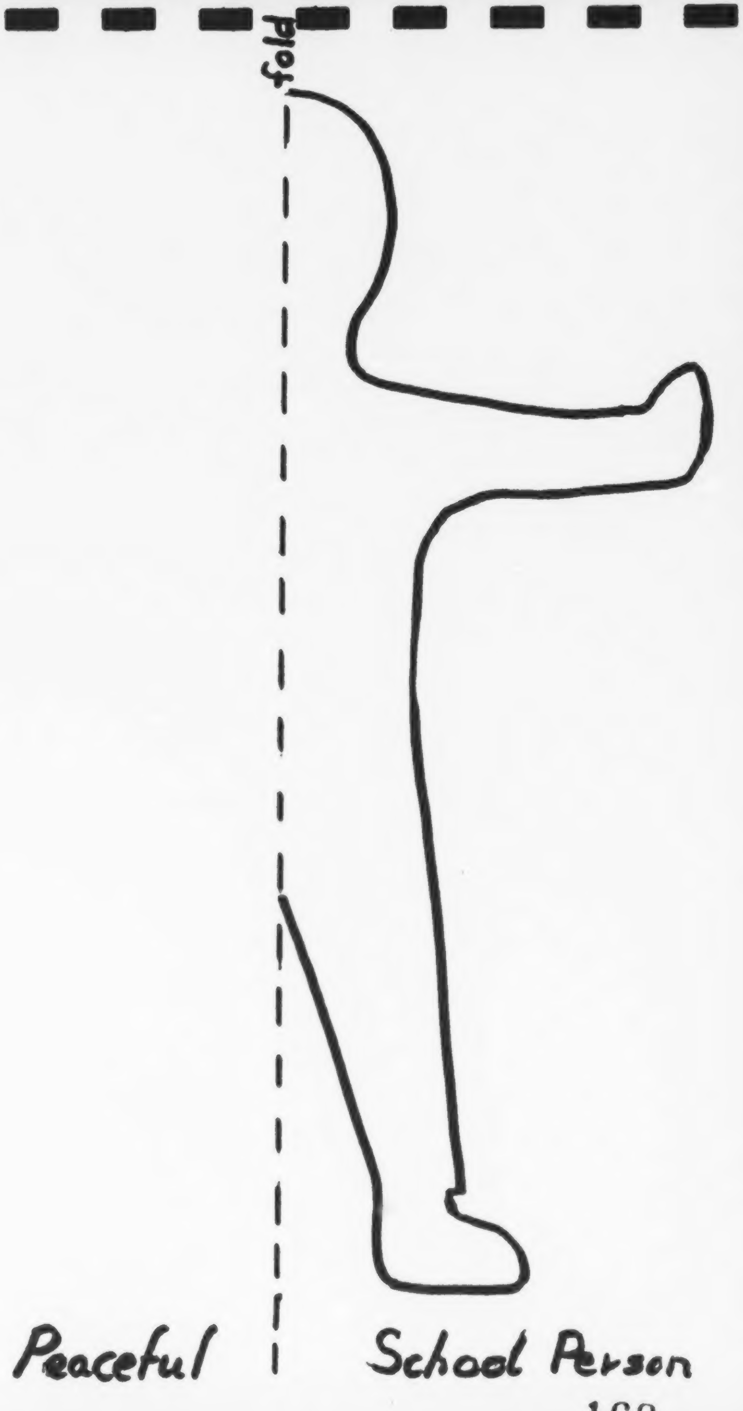
3:1

tern by Sue Gorczyca, Counselor
Van Buren Elementary School
Caldwell, ID

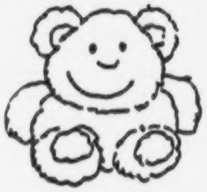
3:1


fold
Peaceful
School Person

(cut on this line)


fold
Peaceful
School Person

For being "bear-y" responsible:
You may choose a favorite story for your teacher to read to the class!



For being "bear-y" responsible:
You may be first in line for lunch one day this week!

For being "bear-y" responsible:
This coupon is good for 1 hug from your teacher or school counselor!

For being "bear-y" responsible:
You may have first choice of a game or equipment 1 recess this week!

For being "bear-y" responsible:
You have earned the privilege of a special note to the principal from your teacher for your good citizenship.

For being "bear-y" responsible:
You have earned the privilege of a special telephone call from your teacher to your parents for your good citizenship.

For being "bear-y" responsible:
You have earned the privilege of being teacher's helper one morning this week!

For being "bear-y" responsible:
You may be first in line for recess 1 day this week!

Dear Parent:

Today was your third grader's first lesson in the unit, "Making Our School a Peaceful Community," which was taught in the classroom by the school counselor. The goal of this lesson was to help the children become more aware of their school environment and to understand ways they can show respect and responsibility in making it a peaceful place for work and play.

Each child rated the amount of respect they believe their school is shown by students in the classroom, media center, lunchroom, halls, playground, bathrooms and school bus. Using their opinions a a base, each student then thought of ways to be a very responsible student.

Respect and responsibility go hand-in-hand. Children who are shown respect and who are given basic responsibilities are not only respectful of others but also tend to feel better about themselves. Showing respect for each other and accepting responsibility helps each person to feel more valued and worthwhile.

To help your child develop strength in the areas of respect and responsibility, here are some suggestions that go along with today's lesson.

Suggested Home Activities:

1. "Catch" your child being responsible and/or respectful. Then, tell him/her that you appreciate this behavior. A simple reward or treat is good positive reinforcement--a hug, the privilege of playing a favorite game with a parent, the privilege of not having to do a routine chore one day, etc. Help your child understand the "treat" is your way of showing appreciation. It is not "payment for being good."

2. In family discussions and conversations, let your child know respect and responsibility are valued.

3. Insist that siblings speak and act respectfully to one another. Never allow "put-downs" or name calling. Although these may seem fairly harmless, children are usually deeply hurt by unkind labels.

4. Always model what you want your kids to mirror. When you"slip," always let them know you made a mistake. Apologies also show respect and responsibility.

Room Arrangement: Students seated at desks in classroom.

Key Words: problem-starters problem-stoppers I-messages communication

Anticipatory Set:

On flannelgraph (or with over-head transparency) post sentence strips: Problem-starters and Problem-stoppers.

Have students give ideas about the meaning of these phrases.

Tell students we are going to talk about things we sometimes do that cause problems to start. *(Add these strips beneath problem starter strip: poor listening habits and blaming feelings on others.)*

Remind students that each of these problem starters is a part of communication--the exchange of ideas and feelings between people.

Learning Activities:

1. Give each student a copy of the "Good Listener Checklist." Have them respond to the first set of questions as you read them. When all questions have been read, have students circle each number that has a "no" response.

SAY: "This checklist gives us some ideas about our listening skills. Each question on the checklist tells us something we should do if we are listening carefully."

"Now, look at each number you have circled. Circled numbers, remember, are the questions you said you do not usually do. On the spaces at the end of the page, write three ways you can improve your listening skills."

(Counselor and classroom teacher need to be moving around the room while students are writing, to be sure each child has understood the instructions and is on task.)

When this task is finished, tell students to keep this paper as a reminder to keep working on listening skills.

2. Put 3-part I-message transparency on the overhead and give each student a copy of the "I-message" worksheet.

SAY: "If we expect people to listen to us, we need to say our feelings honestly and clearly. I-messages are used for that reason."

Go over each art with students and give examples.

Have students write an I-Message in the practice space. Encourage them to use a feeling they had today (on the playground, school bus, lunchroom, etc.) To help children with ideas, give them a copy of the "List of Feeling Words."

Practical Application:

Have students review problem starters/problem stoppers, adding flannelgraph words: Listens carefully, and Owns his/her own feelings.
(Put these strips under "problem stopper" column).

Teach words and music "There is Always Something You Can Do."
(Show words on transparency and overhead projector).

Sing each week throughout unit.

Related School Activities:
Coordinate with the music department to include "There Is Always Something You Can Do" as a part of the music curriculum. Coordinate teaching times with classroom counseling for this unit.

Suggested Home Activities: Letter to parents (included)

Evaluation:
All staff members should be encouraged to help children by reinforcing the use of these skills during the school day. Teachers can have students use the "I-message" worksheet when a "blame and accuse" situation arises to reinforce the use of I-messages for stating ownership of feelings.

GOOD LISTENER'S CHECKLIST

When you are listening, do you:

1. look at the person who is speaking? _____yes _____no
2. keep from talking to other kids? _____yes _____no
3. think about what the speaker is saying? _____yes _____no
4. keep from thinking about what you will say next? _____yes _____no
5. ask questions if you don't understand? _____yes _____no
6. keep your hands and feet quiet? _____yes _____no
7. keep from interrupting the speaker? _____yes _____no
8. try to understand your teacher's instructions the first time she or he gives them? _____yes _____no
9. repeat what the speaker says to make sure you've got it right? _____yes _____no

Write down three ways you will try to improve your listening skills:

1. ____

2. ____

3. ____

Name____________________________

*From Creative Conflict Resolution by W. J. Kreidler, 1984, Glenview, IL: Scott, Foresman and Company. Copyright 1984. Adapted by permission "Good Listener Checklist," Kreidler, W. (1984). Glenview, IL: Scott, Foresman and Company. Adapted by permission.

I-MESSAGE WORKSHEET

Sometimes we would like to say just what we feel but it is hard to put the feelings into words. There is a simple way to do this using **I-Messages. I-Messages are used to show you own your own feelings**--you do not need to blame the way you feel on any other person, thing, or event. All feelings are O.K. but the way we react to those feelings must not hurt ourselves or anyone else.

I-Messages give us a way to communicate how we feel and to take responsibility for our feelings. Here is the pattern:

I feel ____________ ***when you*** ________________________
(feeling) *(behavior)*

because __ ____.
(effect)

I-Messages may also be stated in this way, which means the same thing:

When ________________________ ***I feel*** ______________
(behavior) *(feeling)*

because ____.
(Effect)

Practice space:

Feeling	Behavior	Effect

LIST OF FEELING WORDS

HAPPY
- amused
- anxious
- calm
- cheerful
- content
- delighted
- excited
- fantastic
- fine
- fortunate
- friendly
- glad
- good
- great
- hopeful
- loving
- peaceful
- pleased
- proud
- relaxed
- relieved
- thankful
- up
- wonderful

SAD
- angry
- awful
- bad
- blue
- crushed
- depressed
- disappointed
- down
- embarrassed
- gloomy
- hateful
- hopeless
- hurt
- lonely
- lost
- low
- miserable
- painful
- sorry
- terrible
- uneasy
- unhappy
- unloved
- upset

ANGRY
- annoyed
- burned up
- disgusted
- envious
- fed up
- frustrated
- furious
- impatient
- irritated
- mad
- mean
- resentful

CONFUSED
- anxious
- awkward
- bothered
- crazy
- depressed
- disturbed
- embarrassed
- frustrated
- helpless
- hopeless
- lost
- mixed up
- panicky
- puzzled
- stuck
- surprised
- trapped
- troubled
- uncertain
- uncomfortable
- unsure
- upset
- weak

SCARED
- afraid
- anxious
- confused
- fearful
- frightened
- horrified
- jumpy
- lonely
- nervous
- panicky
- shaky
- shy
- stunned
- tense
- terrified
- threatened
- timid
- uneasy
- unsure
- worried

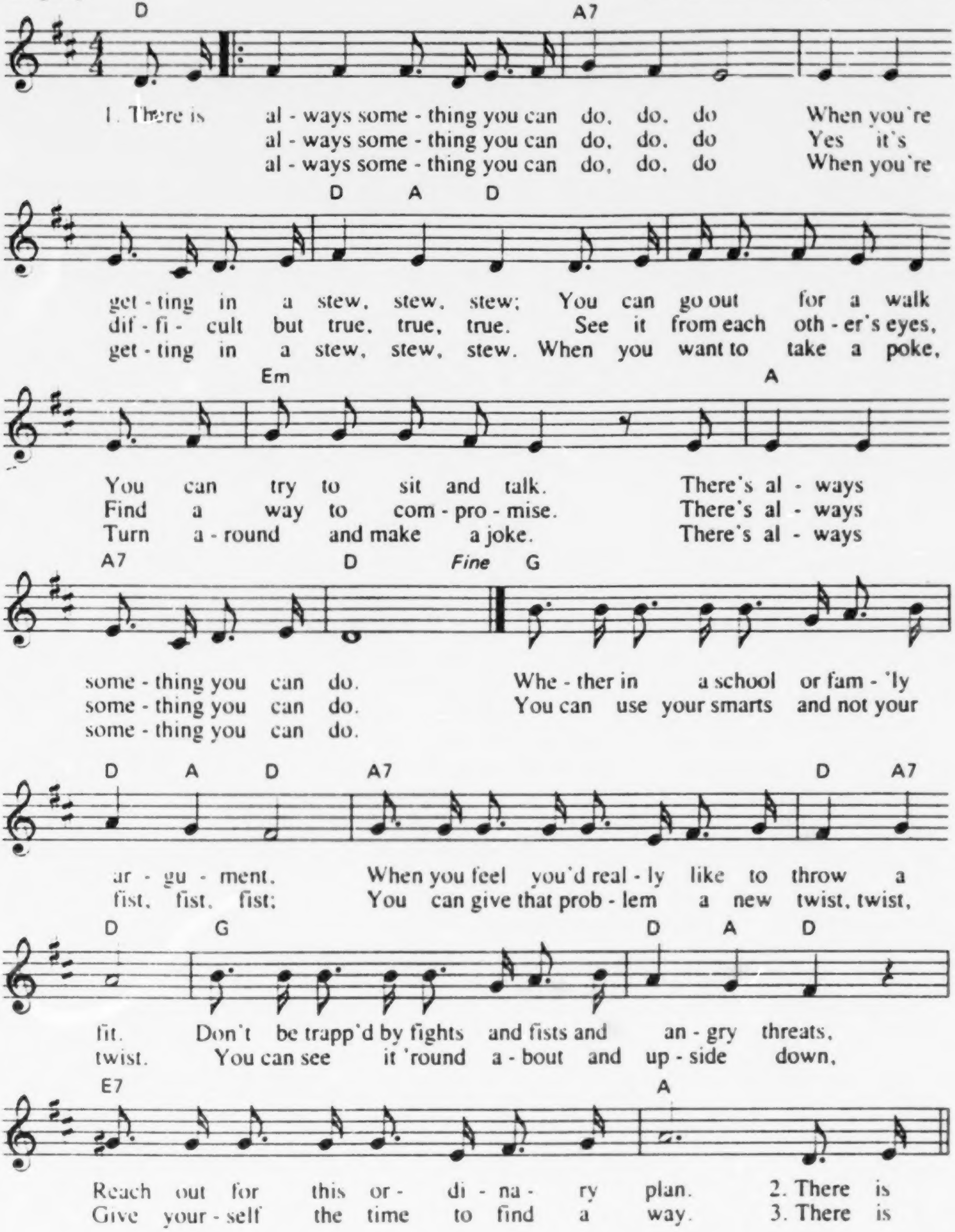
WEAK
- ashamed
- bored
- confused
- discouraged
- embarrassed
- exhausted
- frustrated
- guilty
- helpless
- horrible
- ill
- lost
- quiet
- shy
- sick
- timid
- tired
- unsure
- useless
- wishywashy

STRONG
- angry
- bold
- brave
- confident
- determined
- energetic
- happy
- hateful
- healthy
- loud
- loved/loving
- mean
- positive
- powerful
- quick
- secure
- super
- tough

There Is Always Something You Can Do

Brightly

Words and music by Sarah Pirtle


D A7
1. There is al - ways some - thing you can do, do, do When you're
al - ways some - thing you can do, do, do Yes it's
al - ways some - thing you can do, do, do When you're
D A D
get - ting in a stew, stew, stew; You can go out for a walk
dif - fi - cult but true, true, true. See it from each oth - er's eyes,
get - ting in a stew, stew, stew. When you want to take a poke,
Em A
You can try to sit and talk. There's al - ways
Find a way to com - pro - mise. There's al - ways
Turn a - round and make a joke. There's al - ways
A7 D Fine G
some - thing you can do. Whe - ther in a school or fam - 'ly
some - thing you can do. You can use your smarts and not your
some - thing you can do.
D A D A7 D A7
ar - gu - ment. When you feel you'd real - ly like to throw a
fist, fist, fist; You can give that prob - lem a new twist, twist,
D G D A D
fit. Don't be trapp'd by fights and fists and an - gry threats,
twist. You can see it 'round a - bout and up - side down,
E7 A
Reach out for this or - di - na - ry plan. 2. There is
Give your - self the time to find a way. 3. There is

From Prutzman, P., et al (1988) **The Friendly Classroom for a Small Planet.** Philadelphia, PA: New Society Publishers. Used by permission.

Dear Parent:

As third graders learned today, problems can be stopped or started with their use of communication. We looked at two ways to be problem stoppers: to listen carefully, and to own and express our own feelings.

The children participated in several activities to reinforce these skills. A "Good Listener's Checklist" helped them look at their own listening skills and consider ways to improve.

The second activity taught the children to express their feelings honestly, using a pattern called "I-messages." The pattern for I-messages is as follows:

I feel ____________ **when you** ____________ **because**____________

(feeling) (behavior) (effect)

Using this pattern helps children own their feelings rather than blaming someone else. Blaming and accusing can be the root of numerous conflicts at school and maybe, at home, also.

Good communication skills become lifetime habits that will serve the child well. To help reinforce today's lesson at home, here are some suggestions:

1. When you talk to your child, watch his/her listening skills. Encourage eye-to-eye contact and the use of questions to clarify meaning.
2. When your child talks to you, set aside what you are doing so you can model good listening skills.
3. Discourage "interrupting" by any family member. This is often a difficult habit to overcome. It usually helps if "listeners" are truly listening instead of thinking what they will say next.
4. Encourage your child to avoid blaming feelings on another person or event. Statements such as "You make me so mad!" are not helpful and deny the fact that each of us makes a choice about the feeling we will have in response to a situation.
5. Discuss the I-message pattern with your child. He/she can probably give you lots of feed-back about this pattern and the other activities in today's lesson.

LESSON 3

Time Required: 30 Minutes

Goal: To help children increase their awareness of nonverbal messages in communication.

Outcome Statement: The student will be able to define nonverbal (body) language and to describe the role it plays in problem-starting and problem-stopping.

Supplies Needed:

Flannelgraph board with flannel-backed word strips from Lesson 2 plus these additional word strips: Negative body language
Positive body Language

Word strips and bowl or box to hold them (for role-play). Strips should say:

Be Quiet
Anger
Happiness
Fear
Nervousness
Come over here and sit down
Boredom

Activity sheet, "Wordless Messages" (1 per student)
Letter to parents (included)
Students will need a pencil

Resources/References:

Snyder, S. (Ed.). (1989). *Middle School Peer Counseling Curriculum* Orange County, CA: Orange County Public Schools.

Carson, P., and Dellosa, J. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Graphic Source Clip Art (1986). Wheeling, IL: Graphic Products Corporation.

Room Arrangement: Students seated at desks in classroom. Space is needed at front of room for role-playing.

Key Words: body language negative positive

Anticipatory Set:

Set up flannelgraph as for Lesson Two. Review listening skills with students. (*How are they coming along with their improvement plans from last week?*) and expressing feelings by means of I-Messages.

Then, add the "negative body language" strip to the board. Have students give their ideas about the meaning of body language.

Learning Activities:

Ask students if they have ever gotten a message from someone who didn't use words, just by the way the person "looked."

(Give several students an opportunity to respond.)

THEN SAY: "Giving a message with a body part other than using words is called body language. Body language usually gives a very strong message. Let's see how it works."

Have seven children volunteer to do role-playing. As each child takes a turn to role-play, have him/her draw the assigned feeling (written on a piece of paper) from a box, bowl, etc.

Classmates guess the feeling or command being demonstrated.

Discuss the fact that our body language may not match what we say or our true feelings. Give examples: when you say you feel O.K. but really have a stomach ache, your face and posture may have a "sick" look.

Remind students that people read our body language and often believe it more than what we say.

Tell children that different cultures interpret body language in different ways. For example, in some cultures children may be taught to look at the floor, not at the speaker, to show respect. Discuss how these differences can cause misunderstanding in the school community. Discuss ways we can respect these cultural differences.

SAY: "When we say what we feel honestly, our body language usually reflects our words. Remember our lesson on "I-messages" last week? Using 'I-messages' helps us say exactly what we are feeling. How does that affect the unspoken messages our body is giving?" *(Have students share ideas.)*

Practical Application:

Give students a copy of the activity sheet, "Wordless Messages." They are to write under each picture the message they see in the illustrated body language. Do one example together; then, allow time for children to complete the activity.

Discuss the completed activity sheets as a group. Include ideas such as, "Why didn't all of you get the same message?" Relate this activity to the importance of body language in over-all communication.

Close lesson by adding the word strip "Positive body language" to the flannelgraph board.

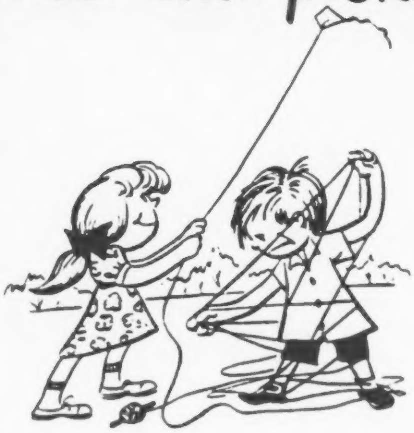
Suggested Home Activity: Letter to parents (included).

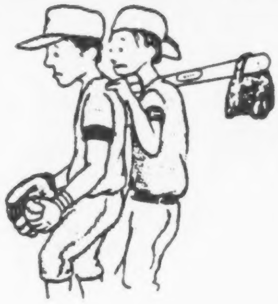
Evaluation:

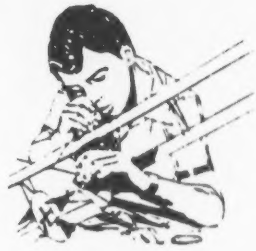
Encourage teachers to notice the body language of their students. Those children whose words and body language seem to be contradictory should be referred to the school counselor.

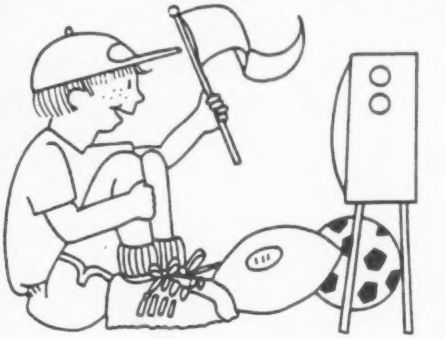
Wordless Messages

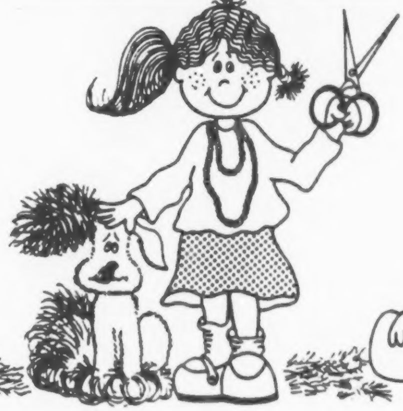
Under each picture, write the message you see.

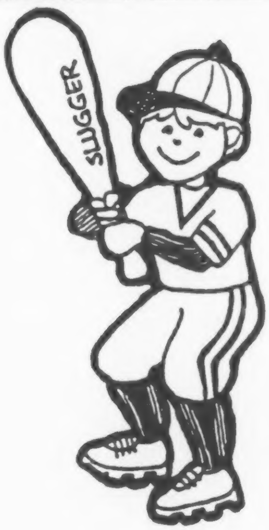


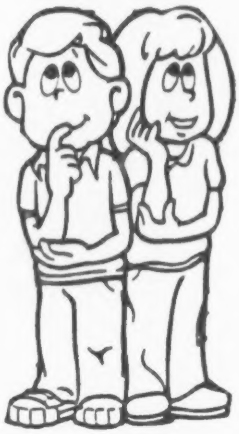


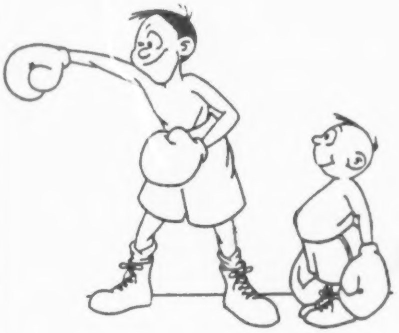












Dear Parent:

In last week's lesson in the unit, "Making Our School a Peaceful Community," children learned that the communication skills of listening and expressing one's own feeling can contribute to starting or stopping conflicts. Today's lesson continued the theme of communication and focused particularly on nonverbal (body) language.

The children participated in several activities to help them understand the importance of paying attention to nonverbal messages. Since almost 90% of our communication is delivered without words, body language is an important messenger. A role-play activity and a paper-pencil worksheet were used to help reinforce the lesson.

Since body language is not universally interpreted with the same message, children of different cultural backgrounds may understand a different message from the same behavior or action. The children discussed this and considered how this fact can contribute to misunderstandings in a school setting. Considering each other's point of view and training helps children be more understanding of differences among their fellow students.

Suggested Home Activities:

1. Discuss "body language" with your child using today's activity sheet, "Wordless Messages" as a basis for discussion.

2. When sibling conflicts occur, discuss with your children whether their nonverbal messages contributed to the problem.

3. A smile is universally understood and appreciated message of warmth and acceptance. Encourage your child and other family members to use this expression often--but sincerely.

LESSON 4 **Time Required: 35-45 Minutes**

Goal: To help children gain skills using the basic steps of problem solving and developing skill in solving problems independently.

Outcome Statement: The student will be able to demonstrate the use of the STAR Pattern for solving problems and incorporate the use of an "Action Choices" wheel in the problem solving process.

Supplies needed:

- Transparency of blank star (master included)
- Vis-a-Vis or other felt-tip marker for transparencies
- Overhead projector
- Copy of anticipatory set scenario (*optional*)
- Transparency of "Action Choices" wheel
- "Action Choices" wheel handout (copied on bright or neon paper) (two per student: one for class and one to take home)
- "Practice Situations" sheet (one for each group of 4-5 students)
- "A Puzzle of Choices" take home activity (one copy per student)
- Space for children to work in groups of 4-5 in the classroom
- Letter to parents (included)

Resources/References:

Guidance Units K-Grade 6 (1991). Boise, ID, Boise Public Schools.

O'Neill, B. and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* P.O. Box 30, Winchester, OR:, 97495 (503-672-3826) Rhinestone Press.

Room Arrangement: Students seated at desks in classroom.

Key Words: choices share ignore apologize

Anticipatory Set:

Have transparency of blank STAR poster on overhead projector). Have students listen while you read the following scenario:

"All the students are waiting outside the school building for the bell that signaled they could enter. There was a light drizzle of rain, but the playground had mud puddles from last night's downpour. Bobby, his cousin Michael and several other students were standing toward the back of the group. Just as the bell rang, Michael bumped (or pushed) Bobby, knocking his books to the ground. Everything went flying in the breeze. Bobby's grandmother had given him a new book for his birthday yesterday. Now, there it was, wet and splattered with mud. Bobby felt furiously mad, afraid and on the verge of tears, all at the same time."

ASK: "If Bobby reacted right now to his feelings, what might he do?" *(Have several students express their ideas).*

THEN ASK: "Would these have been good and helpful solutions to the problem?"

CONTINUE: "Usually, we solve our problems with better results when we do four basic steps. These steps spell STAR." *(Name the steps, explaining each, as written on the transparency)*

Stop: Calm down
Think: Ask yourself,"What is the problem?"
Act: Choose one idea-then do it.
Review: Ask yourself, "How did this work?" If it didn't work out very well, repeat steps 3 and 4 using another choice.

Learning Activities:

SAY: "Sometimes the Act part is hardest because we have a hard time thinking of choices. Today, we are going to learn to use a "Action Choices Wheel". It gives you nine different ideas to try whenever you have a conflict."

(Put transparency of the "Action Choices Wheel" on the overhead projector and give each student a copy.)

Go over each choice. The following are ideas to include:

(1) Go to another game:

*Have students list all the games and activities they can do at recess.

*Discuss the fun and challenge of trying something new.

*Think of times when "going to another game" would be a good choice *(someone kept cheating, someone was "bossy," the rules kept changing.)*

(2) Share and Take Turns:

*Discuss the meaning of share.

*Demonstrate how to share and take turns when someone is waiting.

*Have students name as many objects as they can which must be shared. *(examples: pencil sharpener, globe, computers, teachers time, etc...).*

*Ask students to be aware when others are waiting for a turn.

(3) Talk It Out:

*Each person has a chance to talk and to listen, like playing "Catch".

*Only friends who are willing to listen to one another can use this choice.

*Each speaker gets to tell his/her side; the listener tries to see the situation from the speaker's point-of-view. Roles are switched.

*I-messages can be put to good use in this choice.

(4) Walk Away:

*This choice is used when you need some space or you need to get away from a situation.

*"Ignore it" is often used with the choice to "Walk Away."

*Demonstrate appropriate walking away as opposed to an inappropriate departure, such as stomping off or kicking the ground.

(5) Ignore It:

*This means "pretending" you no longer see or hear what is happening.

*Ignoring means you do not show "hearing or seeing" with body language.

*The best way to ignore is to be calm and relaxed.

*This choice sometimes increases the problem for a time. For example, when teasing is ignored, the "teasers" may increase their efforts, thinking their target will eventually "give in." However, it will eventually work. It is very boring to try to get a reaction from someone who continually uses ignoring.

*Have students think of situations when "Ignore It" would be an effective choice.

(6) Tell Them To Stop:

*This can be used when ignoring it isn't working.

*Demonstrate an appropriate way to tell someone to stop (no whimpering, whining or threats).

*When telling someone to stop, use this idea: get close to the person and look him/her straight in the eye while you quietly and firmly say,"Please stop."

*Be prepared for the next choice you will use if they say,"NO!" or "MAKE ME!: *(Discuss some choices that could be used in this situation.)*

(7) Apologize:

*Describe and model the difference between a sincere "I am sorry" and a flippant or smarty "sorry."

*Have students suggest other words or phrases that can be used for a sincerely apology.

*Discuss that saying "I'm Sorry" shows strength, not weakness. Mature people are not afraid to apologize.

(8) Make a Deal:

*This choice means that both of the people involved lose a little, but they gain a lot.

*Compare this choice to bargaining or reaching a compromise.

*Discuss ways to make a deal, such as drawing straws or flipping a coin.

*Give examples, such as two students who arrive at the same bus seat, which they both want, at the same time. Discuss how they could "make a deal".

*Have students think of situations when this choice would be useful.

(9) Wait and Cool Off:

*Discuss that this needs to be the first choice if the situation involves very strong feelings, such as anger.

*Talk about places students can go to "cool off."

*While a student is cooling off, he/she can think about the situation and decide what is the real, bottom-line problem. He/she can also decide what other choices to try.

Remind students to go to a grown-up immediately for big problems, such as fighting, use of dangerous things like matches or drugs, threats, swearing, etc...

Practical Application:

Divide class into groups of 4-5. Give each group a copy of the "Practice Situations" sheet. Choose one person to be reader and one to be recorder for each group of problem solving and the "Action Choices" wheel to decide how to Act in response to each situation.

Discuss the results of the group activity.

Related School Activities:

"Action Choices" wheels can be enlarged and placed in halls and lunchroom as a continuing reminder.

Suggested Home Activity:

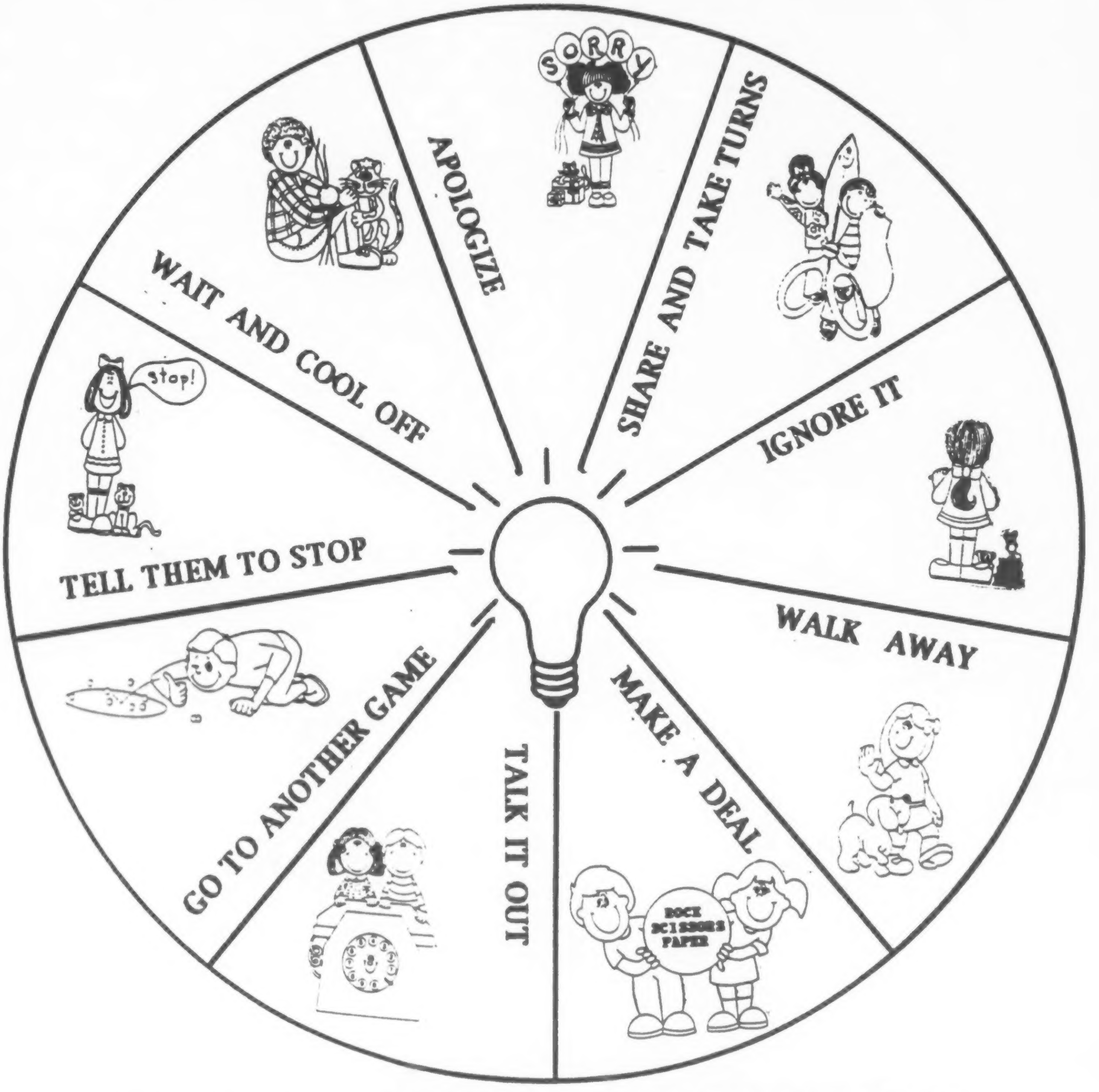
Letter to parents (included)

Evaluation:

Suggest teachers post a copy of the "Action Choices" wheel in the classroom to serve as a reference when conflicts arise.

Give student activity sheet puzzle as a take home practice exercise.

ACTION CHOICES


WAIT AND COOL OFF
APOLOGIZE
SORRY
SHARE AND TAKE TURNS
IGNORE IT
WALK AWAY
MAKE A DEAL
ROCK SCISSORS PAPER
TALK IT OUT
GO TO ANOTHER GAME
TELL THEM TO STOP
stop!

GO TELL A GROWN-UP IMMEDIATELY FOR:

FIGHTING	**BULLYING**
BAD LANGUAGE	**THREATS**

Adapted from O'Neill and Glass; Kelso's Choice: Conflict Management for Children
Used with permission 3:4

PRACTICE SITUATIONS

1. A friend is having trouble with a "bully" at recess. He keeps threatening to "get him."

2. A classmate keeps copying from your paper. You don't really want to let him/her copy but you don't know what else to do.

3. You are playing tether ball and a friend keeps roping. He will not admit it and won't leave the game, even though other people say he's out.

4. Several girls keep starting rumors about you. They say you have said rude things about another classmate, but you didn't.

5. You saw a boy in your class take money out of a backpack in the hallway. You know it wasn't his backpack, but you don't know who it belongs to. He knows you saw the money being taken.

6. A classmate is smoking in the bathrooms during break time. You walk in and can smell the smoke. You are worried about the dangers of smoking and don't want your friend to get "hooked."

7. A classmate rides on your bus to school. He/she has a wine cooler in his bag and is "sneaking" sips on the bus.

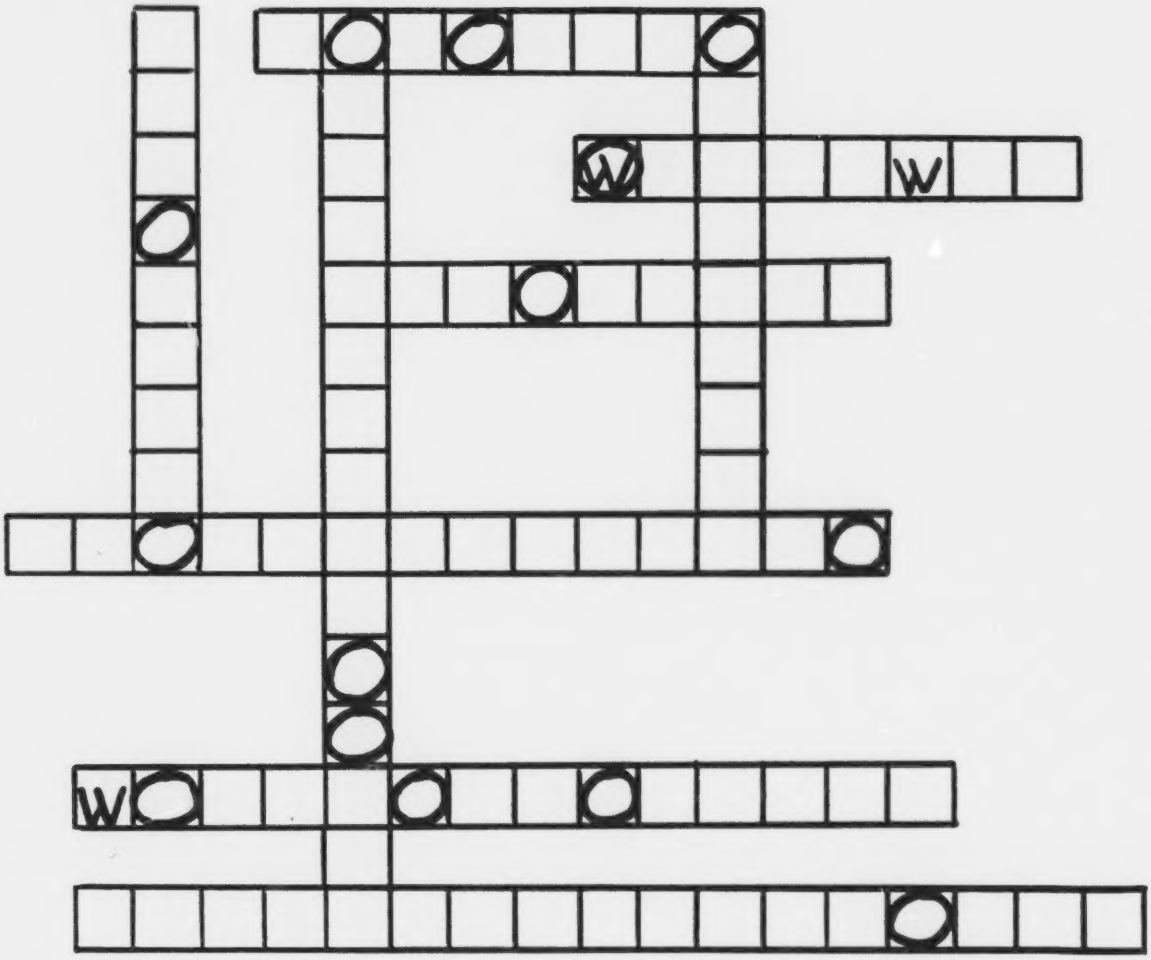
8. You heard that a fight is supposed to take place before school tomorrow. You know the names of those who will be fighting.

A PUZZLE OF CHOICES

When conflicts come, it is your choice to think of a way to get the problem resolved. Sometimes finding the best choice is like a puzzle.

See if you can solve the puzzle below by fitting the nine conflict-resolving choices in the puzzle blanks. Three blanks have been filled in to help you.

The circled blocks give a scrambled message that answers this question: What should you do if the problem is big, like fighting and threating?



Dear Parent:

Students today learned there are four basic steps in solving a problem:

1. Stop and cool off.
2. Think (ask,"What is the problem and what are my choices?")
3. Act (Make a choice and do it.)
4. Review (Decide how that choice worked. If you didn't like the results, try another choice.)

The first letter of these steps form the acronym, STAR.

To help your child know appropriate choices for problem solving, he/she was given an "Action Choices" wheel. The "Action Choices" wheel works as well for conflicts at home and in the neighborhood as it does at school. Just ask your child to try two choices on his/her own before coming to you with small problems. This is an excellent way for youngsters to develop confidence in their own decision-making skills and to feel worthwhile and valued.

It is wise to discuss with your child the kinds of problems that should be fearlessly brought to you at once. Some examples include threats by older and/or bullying children, inappropriate touching by anyone, and use of drugs including tobacco and alcohol by minors, to name a few.

Watching a child try out his/her independence in problem solving is an exciting part of parenting. As you give your child support and encouragement, he/she may surprise you with good choices and increased responsibility. Children almost always want to do the right thing if they are helped and encouraged along the way.

LESSON 5 Time Required: 35-40 Minutes

Goal: To help children develop negotiation skills to resolve personal conflicts.

Outcome Statement: The student will be able to demonstrate the use of negotiation as a way to resolve personal problems.

Supplies Needed:

- Materials for pepper demonstration: Glass pie plate, warm water, shaker container of black pepper marked "conflict," paper cup containing a few drops of liquid detergent
- Overhead projector
- Student handouts: "Conflict Resolution Window" and "Steps to Negotiate Conflict." (one each per student)
- Transparency of "Action Choices" wheel from Lesson four
- Transparency of "Conflict Resolution Window"
- Transparency of "Steps to Negotiate a Conflict "
- Situation cards for small group activity (two cards per group of two students)
- Prior agreement with teacher to participate in role play
- Letter to parents (included)

Resources/References:

Guidance Units K-Grade 6 (1991). Boise, ID: Boise Public Schools.

"Pepper Demonstration," Sue Gorczyca, School Counselor, Van Buren Elementary School, Caldwell, ID.

Room Arrangement:

Students seated at desks in classroom. Students need room to work in groups of two later in the lesson.

Key Words: conflict constructive destructive negotiation

Anticipatory Set:

On overhead or chalkboard construct a "web". Draw an oval with "Conflict" written in the center and two connecting ovals. In one new oval, write "constructive," in the other write "destructive."

Review the definition of conflict

Brainstorm the definition of constructive and destructive.

Point out that conflict can be good (constructive) if it:

*Brings out new ideas
*Helps make things better between people
*Causes people to move out of a rut and into new challenges, etc...
(Children may add their ideas).

Point out that conflict is destructive when people get hurt physically or emotionally.

Remind children that in a peaceful school there are still challenges. However, everyone tries to turn all conflicts into constructive helpful situations that are peacefully resolved.

Use pepper demonstration to show children the potential for conflicts in the school.

Set up overhead with clear glass pie plate. Pour warm water into the glass container. Turn on the projector.

Tell students that the container represents the school property (gym, classrooms, playground, etc.).

Students are to think of conflicts that occurred last year at school (i.e.. fighting over a roping call at the tether ball, pushing/shoving in line, etc.)

Show students a shaker container that has been labeled "Conflicts".

(Ask students to name conflict situations they have thought of.)

As students name off situations, begin to sprinkle the pepper into the water (soon the surface will be covered with pepper.)

When enough "conflict" has been sprinkled, bring out the "magic cup" (paper cup that students can not see through, with a small amount of liquid dishwashing detergent.)

SAY: "Our school and our world are full of conflicts because we are all unique and special. We have different opinions and feelings. If we have good problem solving skills to resolve conflicts, our school will be peaceful community."

**At this point drop a few drops out of the cup and onto the water surface. (The pepper will "shoot" to the edges of the bowl and it will be clear in the center.)*

SAY: "When we use the problem solving skills we have learned, conflicts are resolved and we are able to use our time to do what we are supposed to do in school. We can work and play peacefully.

Learning Activities:

Put transparency of "Action Choices" wheel on overhead.

SAY: "Today, we are going to look at one particular choice on the wheel: "Make a Deal!" Last week we learned that this choice can let both problems solvers win but they both have to lose a little."

Hand students each a copy of the "Conflict Resolution Window." Put transparency of the window on the overhead.

Read each statement: Angie gets what she wants,etc...

Show students how "tradeoffs" work; if each girl gives a little, they can both win.

Explain that "Making A Deal" is also called negotiation. Brainstorm what negotiation means.

Give each student a copy of the handout, "Steps in Negotiating a Conflict." Put transparency of this on overhead. Go over the steps with students.

Practical Application:

Using the classroom teacher or a student as a negotiating partner, demonstrate the steps of negotiating in this (or a similar) situation.

Situation One: There is only one swing free and two children reach for it at the same time.

Situation Two: Brandon and Barbara are twins. Their mother is very busy this year and says she will only have time to bake one birthday cake for their party. Brandon only likes chocolate cake; Barbara hates chocolate. She wants a pink strawberry flavored caked with pink frosting.

Divide class into groups of two. Give each group two situations to negotiate from this list of choices. Several groups will have the same situations.

1. Two students want the same school bus seat.
2. A brother and sister each want a different name for their new puppy.
3. A favorite T.V. program and "time to do dishes" for your mother happen at the same time.
4. Two students both want to eat lunch with a third friend.
5. On a shopping trip, your father picks out a blue shirt for you but you want a more expensive red shirt.
6. Your parents say you and your sister must go to school together and come home together. Your sister wants to walk today; you want to ride your bike.

Give students time to negotiate - then bring class back together to discuss outcomes.

Suggested Home Activity: Letter to parents, (included).

Evaluation:

Observe student use of this skill, encouraging appropriate use and reteaching as necessary.

CONFLICT RESOLUTION WINDOW

	Angie gets what she wants.	Angie doesn't get what she wants.
Denise gets what she wants.	win-win	win-lose
Denise doesn't get what she wants.	win-lose	lose-lose

Adapted from Kreidler, N. (1984) Creative Conflict Resolution. Glenview, IL: Scott, Foresman and Company. Used by permission.

Steps to Negotiate a Conflict

Both people agree to these ground rules:

- *No interrupting.
- *No name calling or put downs.
- *Work to resolve the conflict.
- *Be willing to give a little to win alot.

	1st Person	2nd Person
Step 1:	Talks Restates problem	Listens
Step 2:	Listens Restates problem	Talks
Step 3:	Both people suggest possible solutions.	
Step 4:	Both agree on a resolution.	

NOTE: If no agreement can be reached, ask an impartial third person to help.

Dear Parent:

Negotiation is a problem solving skill widely used by individuals and even governments. Today's problem solving lesson taught third graders the basic steps in negotiating for a peaceful conflict resolution.

The children also learned that conflicts can be constructive and helpful or destructive and hurtful. Negotiation is one way to help both people win. They have to lose a little (compromise) but they both gain a lot (win-win).

This lesson completes the unit on "Creating a Peaceful School Community." Please encourage your child to continue practicing at home and at school the skills he/she has learned in this unit.

Suggested Home Activity:

1. Negotiation takes more time than the "I said it, you do it" approach. But the benefits are worth their effort. When you and your child are headed for a verbal "tug-of-war," try taking the time to negotiate. It will help your child develop a useful lifetime skill.

2. Model compromises and trade-offs as a way to give every family member a win-win opportunity.

3. Help your child negotiate conflicts between friends, relatives and siblings whenever there is an opportunity.

4. Point out the good things about conflicts: helping people try new ideas, helping people understand one another in new ways, moving people out of "ruts," etc...

POST-SESSION **Time Required: 10-15 Minutes**

Goal: To help children put closure on the "Making Our School a Peaceful Community" unit and to assess their gain in knowledge and use of problem-solving skills.

Outcome Statement: The student will complete a post unit assessment of their knowledge and use of problem-solving skills.

Supplies Needed:

One copy of pretest/post-test for each student (copied on pastel paper different from pretest).

Students need a pencil

Stickers, small erasers, for post-unit treat (one per child and one for teacher!)

Room Arrangement: Students seated at desks in classroom.

Anticipatory Set:

Brainstorm review of the unit. Include key words (conflict, nonverbal language, responsibility, conflict wheel, STAR, negotiate, etc...).

Explain to children that together you have studied lots about problem solving in this unit. Now, you need to have them share with you what they have learned. Remind students this is not a test for a grade but it is a way for you (the counselor) to find out how well your teaching worked.

Learning Activities/Practical Application:

Give each student a copy of the pretest/post-test. Read instructions aloud. Circulate around the room to assure students understand the instructions. Collect papers when students have completed the assignment.

Tell students you have enjoyed these weeks together. Invite them to come see you as often as they like (include your school's procedure for student to make an appointment with the counselor).

(Optional): Give each student a memory-token (sticker, pencil, etc.) in appreciation of the time you've spent together.

Evaluation: Counselor scores post-test, noting continued areas of strength and weakness. Compare results with pretest. Arrange follow-up sessions if the need is indicated.

RESOURCES/REFERENCES FOR GRADE THREE LESSONS

Bedley, G. (1982). *Climate Creators* Irvine, CA: People-Wise Publications.

Carson, P., and Dellosa, J. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Drew, N., (1987). *Learning the Skills of Peacemaking* Rolling Hills Estates, CA: Jolmar Press.

Forte, I. (1990). *Spring Clip Art a la Carte*, Nashville, TN: Incentive Publications, Inc.

Guidance Units K-Grade 6 (1991) Boise, ID: Boise Public Schools

"Is Your School Respected?" Practical Ideas for Counselors, Vol.14, No.5. Warminster, PA: Mar*Co.

Kreidler, N. (1984). *Creative Conflict Resolution* Glenview, IL.: Scott, Foresman and Company.

O'Neill, B., and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* Winchester, OR.: Rhinestone Press.

Prutzman, P. et al. (1988). *The Friendly Classroom for a Small Planet* Philadelphia, PA: New Society Publishers.

Snyder, S. (ed.). (1989). *Middle School Peer Counseling Curriculum* Orange County, CA: Orange County Public Schools.

UNIT CONTENTS
GRADE FOUR

Page

Unit Summary: Lesson Goals and Outcome Statements 130

Supplies Needed for this Unit 131

Pretest Session 134

Lesson One 139

Lesson Two 145

Lesson Three 152

Lesson Four 158

Lesson Five 162

Post-test Session 167

Resources/References 169

UNIT SUMMARY: LESSON GOALS AND OUTCOME STATEMENTS
Grade Four

Goal 1: To help children increase their appreciation and respect for individuality in themselves and others.

Outcome Statement: The student will be able to verbalize appreciation and respect for individual uniqueness in him/herself and others.

Goal 2: To help children increase their skills in communicating feelings and requests during the problem solving process.

Outcome statement: The student will be able to differentiate between I-messages and You-messages and be able to use a four-part I-message to state feelings and requests in the problem solving process.

Goal 3: To help children increase reflective listening skills as a means of learning the other person's point of view.

Outcome statement: The student will be able to demonstrate reflective listening as a means of learning the other person's point of view.

Goal 4: To help children have increased confidence in their own independent problem solving skills.

Outcome statement: The student will be able to list nine possible choices in resolving a conflict and to apply the choices to personal conflict resolution.

Goal 5: To help children develop skills in recognizing and resolving the internal conflicts of peer pressure.

Outcome statement: The student will be able to identify peer pressure and to develop a list of choices for personal decision-making.

SUPPLIES NEEDED FOR THIS UNIT

Pretest Session:

- Pretest/post-test (one copy per student; copied on pastel paper)
- Students will need a pencil
- Letter to parents (included)

Lesson 1:

- Handout: "Which Class Would You Choose?" (one copy per student)
- Chalkboard or chart paper marked in columns. Column headings are Miss Smith's class and Miss Garcia's class
- Chocolate Chip Cookies (one for each student and teacher)(See Note: accompanying Lesson one)
- Small paper plates (6-8)
- Copy of "Kids Are Different" song lyrics (one per student)
- Take-home activity sheet "My Name is Fame (one per student)
- Letter to parents (included)
- Pre-arrange use of cookies in classroom with teacher

Lesson 2:

- Poster or Chart, "I-messages/You-messages" (pattern included).
- Demonstration materials: Water glass containing a 1:1 mixture of water and white vinegar, food coloring, small amount of baking soda.
- Materials for Choice A or Choice B activity:
  - Choice A: Heavy paper "cards" (playing card size, each with a feeling or an event; suggested list enclosed). Small prizes for winners (pencils, coupons), *optional* (Four card sets needed)
  - Choice B: Copy of "The Maligned Wolf" (included)
- Handouts: "I-message Practice Sheet" and "I-message Hidden Word Puzzle" (one each per student)
- Letter to parents (included)

Lesson 3:

- Pictures of "Young" woman (enough for 1/2 the class).
- Pictures of "Old" woman (enough for 1/2 the class).
- Transparency of old/young woman
- Overhead projector
- Chalkboard/chalk
- Hand mirror
- Pre-arrange two students to play roles in reflective listening demonstration
- Poster or chart paper with reflective listening formula: "Sounds like you feel__________because_____________".
- Design patterns for listening game (included)
- Handout "Reflective Listening Worksheet" (one per student)
- Dialog for demonstration (two copies)
- Each student will need a pencil
- Letter to parent (included)

Lesson 4:

- STAR transparency or poster
- Materials for object lesson:
  - Box of baking soda covered with plain paper and labeled "Bad Choices"
  - Glass tumbler labeled "Peaceful Person" and containing a 1:1 solution of water and white vinegar
  - Red food coloring.
- "Action Choices" wheel (copied on bright paper; one copy per child)
- Blank "Action Choices" wheel (on white paper; one copy per child)
- Plain paper (one sheet per child)
- Transparency (or poster) of "Action Choices" wheel
- Overhead projector.
- Transparency (or poster) of each picture on the "Action Choices" wheel
- Students will need pencil and colors
- Letter to parents (included)

Lesson 5:

Poster, chart paper or overhead transparency with "Choices for Peer Pressure: Change the Subject, Use Your Friendship, Stand Up for Yourself and Get Away"
Student Handout: "How to Resolve Peer Pressure Conflicts (one per student).
Student Handout, "Bugged by Peer Pressure." (One copy per student).
Overhead projector *(optional)*
Letter to Parents (included)

Post-test Session:

Pretest/post-test (one copy for each student; printed on pastel paper different from the pretest)
Student evaluation " My Ideas About . . ." (one copy per student)
Students will need a pencil
Appreciation treat for each child *(optional)*

PRETEST SESSION

Time Required: 15 minutes

Goal: To prepare students for the unit "Making Our School a Peaceful Community" and to evaluate their present knowledge and use of problem solving skills."

Outcome Statement: The student will become familiar with the unit, "Making Our School a Peaceful Community" and will complete a pretest evaluation for the unit.

Supplies Needed:

One copy of pretest/post-test (one copy per student; copied on pastel paper)
Students will need a pencil
Letter to Parents (included)

Room Arrangement: Students seated at desks in classroom.

Anticipatory Set:

Counselor introduces him/herself to class and briefly describes the lessons ahead. Include ideas from the unit lesson goals. Tell students you need to know how much information they already have about developing a peaceful school community before you begin the lessons.

Learning Activities/Practical Application:

Give each student a copy of the pretest/post-test. Read the instructions aloud. Circulate around the room to be sure students understand the task at hand. Collect papers when students have finished the test.

Suggested Home Activity: Letter to parents (included)

Evaluation:

Counselor scores pretest, noting areas of strength and weakness. Compare results with post-test at end of unit.

MAKING OUR SCHOOL A PEACEFUL COMMUNITY

Pretest/Post-test - Grade 4

Instructions: For each of the following questions or statements, circle the answer you believe is best.

1. **A person's individuality, including physical strengths and weaknesses, should be respected and appreciated by everyone.**

   I agree   I disagree   I don't know

2. **Uniqueness refers mostly to a person's**

   culture or religion   individuality   height and weight

3. **If a person holds his/her feelings inside instead of expressing the feelings, usually**

   that is a good way to act   you will feel better   an explosion will come sooner or later

4. **The phrase, "You make me so mad," is**

   blaming   accepting   forgetting

5. **Reflective listening is best described as**

   mimicking   mirroring   ignoring

6. **One good way to understand another person's point of view is to**

   see if they take your advice   listen to their words and feelings   ask the teacher

7. **When you have a conflict with someone, the thing to do first is**

yell until you get your way　　stop and cool off

tell a grown-up

8. **When you have a conflict with another person, deciding what to do about the conflict is called a**

choice　　problem　　deal

9. **Conflict between what you know is right and what a classmate wants you to do is called**

friendly competition　　peer pressure　　a decision

10. **A friend wants you to do something that is against your family's values. The best choice for you to do is**

Use your friendship to help you　　Go to the police

Stick with your friend

Dear Parent:

During the next five weeks, your fourth grader's classroom will receive a series of lessons in a unit called, "Making Our School a Peaceful Community." Each lesson is 30-45 minutes long and will be taught weekly in your child's classroom by the school counselor. The lessons are designed to help children settle their differences peacefully so our school can be a peaceful place for everyone to work and play together.

The curriculum for this unit was planned and developed by Caldwell District school counselors and each lesson has been designed with children and their needs in mind. Every lesson includes a take-home letter, which will summarize the day's lesson and give parents suggestions for using the lesson in their son/daughter's home life.

The goals for each lesson are as follows:

Lesson One: To help children increase their appreciation and respect for individuality in themselves and others.

Lesson Two: To help children increase their skills in communicating feelings and requests during the problem-solving process.

Lesson Three: To help children increase reflective listening skills as a means of learning the other person's point of view.

Lesson Four: To help children have increased confidence in their own independent problem-solving skills.

Lesson Five: To help children develop skills in recognizing and resolving the internal conflicts of peer pressure.

Conflicts are a part of life for everyone. Therefore, the skills children learn in these lessons are designed to be lifetime skills that will serve the children well today and in the future.

If you have questions or would like to discuss this series, please contact me at________________ *(phone).*

Sincerely,
(School Counselor)

LESSON 1 Time Required: 30 Minutes

Goal: To help children increase their appreciation and respect for individuality in themselves and others.

Outcome statement: The student will be able to verbalize appreciation and respect for individual uniqueness in him/herself and others.

Supplies needed:

Handout: "Which Class Would You Choose" (one copy per student)
Chalkboard or chart paper marked in columns: Column headings are:
  Miss Smith's class and Miss Garcia's class.
Small paper plates (6-8)
Take-home activity sheet "My Name Is Fame (one per student).
Copy of "Kids Are Different" song lyrics (one per student).
Chocolate Chip Cookies (one for each student and teacher)
  (See note below).
Letter to parents (included)
Prearrange use of cookies in classroom with teacher

Note: Other objects which have a definite individuality but a similar purpose may be SUBSTITUTED. Examples include seashells or rocks. If using cookies, select those varieties which have individuality and are not identical.

Resources/references:

Carson,. and Dellosa, J. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Mt. Holly, NJ: GoWell and Kent, Inc.

Drew, N. (1987). *Learning the Skills of Peacemaking.* Rolling Hills Estates, CA: Jolmar Press.

Hannaford, M. (1991). *102 Tools for Teachers and Counselors Toa* Doylestown,PA: Mar*Co Products, Inc.

Room Arrangement:

Students seated at desks in classroom. Class is divided into small groups later in the lesson.

Key Words: individuality identical uniqueness

Anticipatory Set:

Tell students you are going to read them a situation that goes with the handout, "Which Class Would You Choose?" They will be asked to choose a class and discuss the reasons for their choice.

Situation:

You are a new student at Jefferson Heights Elementary School. Mr. Jones, the counselor, has been helping you get settled in school. "You may have your choice of classrooms," Mr. Jones said. "Both Miss Smith and Miss Garcia are very nice teachers. You can visit both classes briefly and decide where you will feel most comfortable."

Miss Smith and Miss Garcia were very nice when you came to visit, just as Mr. Jones said. They both introduced you and made you feel welcome. You liked both classrooms but now you must choose. Whichever room you select will be your room for the rest of the school term. The students in that classroom will be the people you spend time with at lunch and at recess. They will become your classmates and friends. Which room will you choose? Why?

Have children respond orally to the questions. Record their responses under the appropriate column on the chalkboard or chart paper, listing the reasons for their choice.

Note: Reinforce the following groups participation rules as needed:

(1) One person speaks at a time
(2) Listeners look at the speaker
(3) Raise hand and be recognized before speaking
(4) No put-downs

Lesson Activities:

Tell children there is no one right way to be, although there are right ways to act. Each of us is both alike and different at the same time.

Refer back to the "Which Class Would You Choose?" handout. Ask these discussion questions:

1. Even though Miss Smith's students look almost identical, how are they different? *(likes, dislikes, abilities, family goals, etc...)*

2. Even though most of Miss Garcia's students look different, in what way are they the same? *(All have feelings, all belong to human race, all are young, etc...)*

SAY: "Before we can care much about our school, friends or family, we need to accept who we are. We need to know that in our individuality and uniqueness, we provide special contributions to our classroom, to our family and to our community."

"We may want to improve some of our actions and attitudes, because those are things we can control and choose to improve. Some things can't be changed. Those are often the things that make us special and unique."

CONTINUE: "Think about this as I read you a story."

Sally and Patty were in the same classroom at school. Sally was cute and smart. But she still wasn't happy. To Sally, not enough people liked her and she wasn't as pretty as she wanted to be. She hated her freckles; she hated her red hair. When someone said, "I love your hair, Sally," Sally growled, "It's awful! I hate it." Soon, people did stay away from Sally--and no one thought she was cute or smart. Sally was miserable.

Patty didn't have much time to think about being cute or smart, although once in awhile she wished she had Sally's beautiful hair and bright mind. Most of Patty's energy was spent trying to make her legs do what they were supposed to. Braces on both legs helped her walk-unsteadily. But Patty remembered the days a few months ago when she couldn't walk at all-and she was glad she could now be more independent.

Patty wasn't like any other student in her school and sometimes she felt pity for herself. But her teacher said, "I like your attitude, Patty. Your bravery helps us all." Patty couldn't run or hop or roller blade. "That's okay," her friend Hector said. "You're great at playing chess! Let's try to finish our game at recess today."

Lead students in discussion of these questions:

1. Which girl was most like everyone else?
2. Did she contribute to a peaceful school? Why or why not?
3. Did Patty accept her limitations and uniqueness?
4. How did her attitude about herself contribute to a peaceful school?

Practical Application:

Give each student a cookie. Tell them it can't be eaten yet. Explain this will be their special cookie, so they need to remember every detail about it.

Give students time to observe the size of the cookie, the location of the chips, and any unique patterns about the arrangement of the chips on the cookie.

Divide the class into small groups (4-5 per group) and have the group members put their cookies on a plate. The cookies should be mixed up well. Ask each person to find his/her own cookie. No one can take another person's cookie but must look for the characteristics previously observed in his/her own cookie.

If a person is uncertain about his/her cookie or disagrees with someone else about ownership, that person must take his/her observations to the group, stating why she/he thinks the cookie is his/hers.

Discussion:

1. How does the individuality of the cookies compare with our own uniqueness?
2. Discuss individual differences and likeness?
3. Why is individuality important to a peaceful school community?
4. Allow children to eat cookies, then ask if the differences affected the cookies value and usefulness.

Close "Individuality Cookie" groups by giving each student a copy of "Kids Are Different." Read it aloud to them.

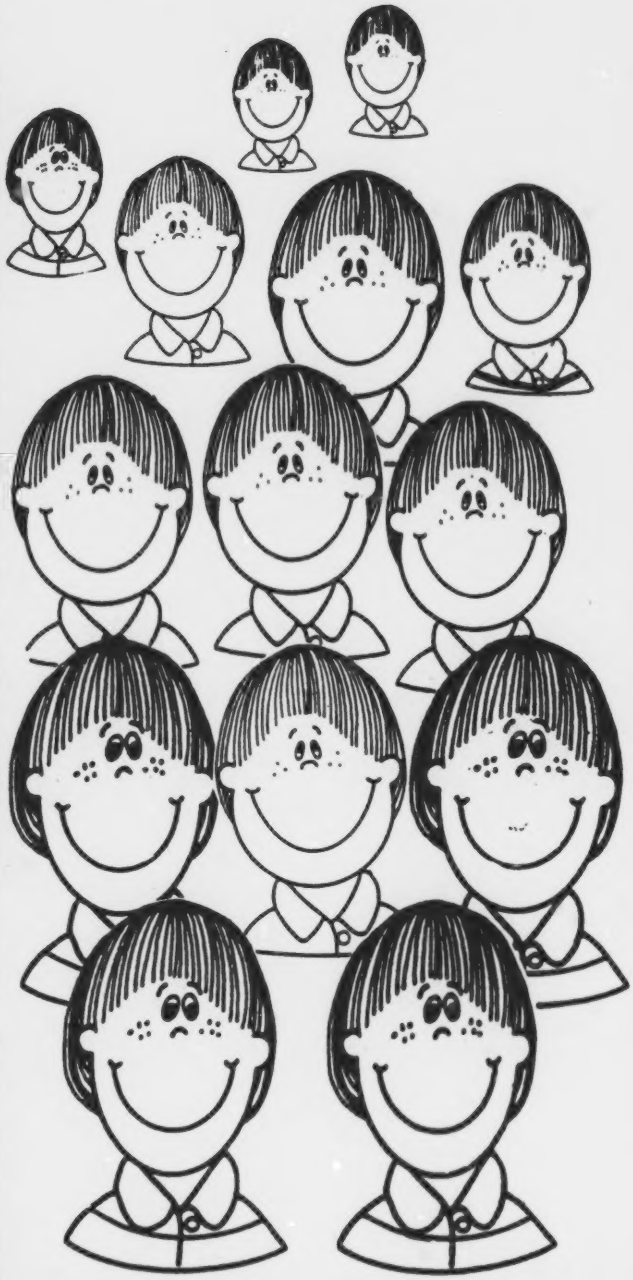
Suggested Home Activity: Letter to parents (included)

Evaluation:

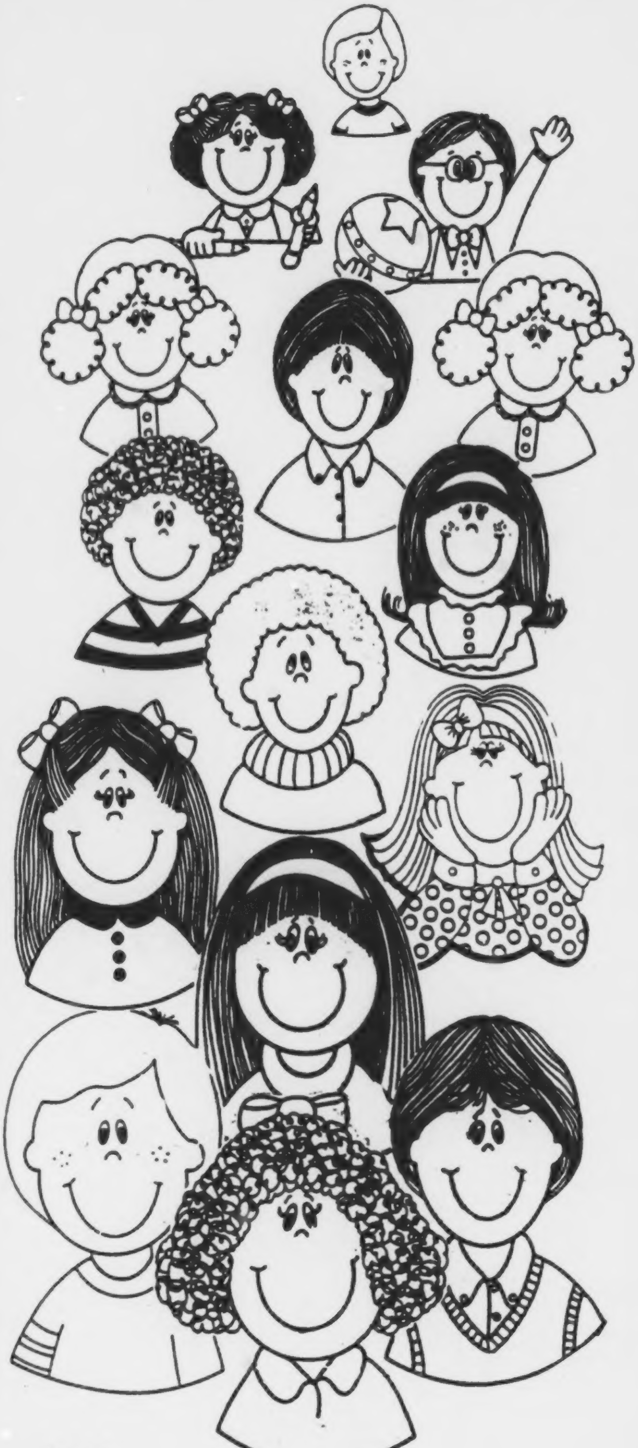
At every opportunity, adult staff members should encourage respect for individuality among students. As this issue contributes to conflict (teasing, labeling, etc...), reteach and reinforce.

Which Class Would You Choose?

Miss Smith's Class



Miss Garcia's Class



MY NAME IS FAME ACTIVITY SHEET

PART I: PRINT YOUR FIRST AND LAST NAME VERTICALLY IN THE SPACE BELOW. THEN, WRITE A WORD OR PHRASE THAT BEGINS WITH EACH LETTER AND DESCRIBES A PERSONAL STRENGTH, QUALITY, INTEREST, YOUR CULTURAL BACKGROUND, ETC... (SEE EXAMPLES BELOW).

Judo	Smiling
Oldest child	Artistic
Spanish	Runner
Energetic	Active

PART II: DRAW A PICTURE (OR WRITE A STORY) THAT SHOWS YOU USING YOUR INDIVIDUALITY TO HELP MAKE YOUR SCHOOL A PEACEFUL PLACE.

Adapted from Davis and GoWell. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Used by permission.

KIDS ARE DIFFERENT

Kids are diff'rent
We don't even look the same
Some kids speak diff'rent languages
We all have a different name
Kids are different
But if you look inside you'll see
That tall kid, that small kid
Is just like you and me.
Some folks are surprised that
Kids in wheelchairs play
Blind kids read, deaf kids talk
Except in a diff'rent way.
Able kids, disabled kids
There's nothing we can't do
Just take a look inside yourself
You'll be so proud of you
Because
Kids are diff'rent
We don't even look the same
Some kids speak diff'rent languages
We all have a different name.
Kids are diff'rent
But if you look inside you'll see
That tall kid, that small kid
That deaf kid, that blind kid
Are just like you and me.

From *"Kids on the Block."* Lyrics, Barbara Aiello; Music, Bud Forrest. Reprinted from Drew, N., (1987). *Learning the Skills of Peacemaking.* Torrance, CA: Jalmar Press. Used by permission.

BEST COPY AVAILABLE

Dear Parent:

Our first lesson in the series, "Making Our School a Peaceful Community" helped children increase their appreciation and respect for individuality in themselves and others. Until a child respects and accepts him/herself as an individual with strengths and weaknesses, he/she will usually continue to deal with internal conflict and self-doubt. On the other hand, while still seeking personal improvement, children who accept their uniqueness are usually able to participate in school, family and community life unencumbered by a list of grievances.

Although maturation happens at varying rates, most fourth graders are at an especially interesting point in the developmental process. Their "little boy/girlishness" is beginning to fade; their individual personalities are beginning to shine more clearly. It is at this point they often become more aware of perceived weaknesses in themselves and others. Children may try to over-do attempts to be "just like the other kids." The results of these attempts are often negative.

In today's lesson students considered what a classroom would be like if every person in it looked the same. They explored some of the benefits that can come with individuality and then did an "Individuality Cookie" activity to put focus on their own uniqueness.

Below are some ideas parents can use to help reinforce today's lesson at home.

Suggested Home Activities:

1. Discuss the take-home activity sheet, "My Name is Fame," which was sent with your child today. This kind of activity is also fun for the whole family as long as no put-downs and negative labels are allowed. Put-downs and negative labels can be very damaging to a child's self-esteem over a long period of time.

2. Ask your child to tell you about today's lesson. Encourage expression of ideas about the "Individuality Cookie" activity.

3. Help children respect and honor their own individuality while working to improve areas that can be changed (attitude, behavior, etc...).

LESSON 2 **Time Required: 30 Minutes**

Goal: To help children increase their skills in communicating feelings and requests during the problem-solving process.

Outcome Statement: The student will be able to differentiate between I-messages and You-messages and be able to use a four-part I-message to state feelings and requests in the problem-solving process.

Supplies Needed:

Poster or Chart, "I-messages/You-messages (pattern included)

Demonstration materials: Water glass containing a 1:1 mixture of water and white vinegar, food coloring, small amount of baking soda

Materials for Choice A or Choice B activity:

Choice A: Heavy paper "cards" (playing card size, each with a feeling or an event (suggested list enclosed). Small prizes for winners (pencils, coupons) *optional* (Four card sets needed)

Note: The cards are to be prepared in advance by counselor. More mature children may enjoy making the cards themselves.

Choice B: Copy of "The Maligned Wolf" (included)

Handouts: "I-message Practice Sheet" and "I-message Hidden Word Puzzle"(one each per student)

Letter to Parents (included)

Resources/References:

Drew, N. (1987). *Learning the Skills of Peacemaking* Rolling Hills Estate, CA: Jolmar Press.

Guidance Units K-grade 6(1991). Boise, ID: Boise Public Schools.

Hannaford, M. (1991). *102 Tools for Teachers and Counselors Too* Doylestown, PA: Mar*Co Products, Inc.

Room Arrangement:

Students seated at desks in classroom. Later in lesson, students are divided into four groups for an activity.

Key Words: defensive I-messages You-messages

Anticipatory Set:

SAY: "Even though we all are different, as we learned last week, we are also the same as everyone else in some ways. One way we are the same: all people have feelings. Sometimes people do not express their feelings, but keep them inside, all bottled up."

(Hold up glass with water and white vinegar mixture).

CONTINUE: "When people express their feelings in a positive way, the results are good." *(Put food coloring in the glass).* "Once feelings are expressed, the problems can begin to be resolved and the person feels better inside."

"If feelings are kept inside, they get larger and larger. Pretty soon they get too large and move into communicating 'King Kong'."

(Add baking soda to glass--Discuss the reaction, relative to bottling up feelings).

(Put up "I-Message/You-message" poster).

SAY: "Today we are going to talk about two ways people can speak when they are talking about their feelings. People can start their message with either the word 'I' or the word 'You'."

Learning Activities:

SAY: "When you begin with the word 'I,' it shows you are the owner of your feelings. When you begin with 'I,' you don't place blame on others. 'I-messages' show you are responsible for the way you feel. When you start with the word 'I,' you don't make the other person feel defensive."

(Explain the word defensive and what is meant by "putting people on the defensive.")

Refer children to the "I-message/You-message" chart. Have a student read it aloud, then say: " 'You-messages' put other people on the defensive and make them less likely to want to solve conflicts. 'You-messages' place blame or give people a kind of label. Remember, we are each responsible for our own feelings."

Put up poster of a four-part I-message. Go over each part and fill in with an example or two.

I feel__________when (you)______________because______
(feeling) (situation)

I want (or please)____________________
(request)

Explain that stating a request does not mean the other person will do what you have asked. However, you are in a better position to resolve the conflict than if you used a "You-message" and put the person on the defensive.

Practical Application:

Choose either of the following activities, depending on needs/ experience of class.

Choice A: Feelings Card Game.

Materials: A list of feelings, written or drawn on cards, (similar to playing cards) and a list of events, written or drawn on different cards, prepared in the same way. (Suggested list included).

Procedure: Divide class into four groups. Each group plays as follows: Pass out one card face down from both the feeling and event piles to each student. Do not look at the word/picture on the card. (Or, have the students draw a card from the feeling stack, then draw a card from the event stack). Students take turns to see who can get the most cards that match an appropriate feeling with the event. When a match is made, the student should share the feeling and event in a four-part "I-message."

At end of game, give students the "I-message Practice Activity Sheet" to do as an in-class or take-home activity.

Choice B: "The Maligned Wolf"

Explain the meaning of the word "maligned." Read the story, "The "Maligned Wolf," to the class. At the end of the story ask students to identify all the different feelings the wolf expressed. Have students express those feelings in the "I-message" pattern shown on the poster.

At the close of this activity, give students the "I-message Practice Activity" sheet to do as an in-class or take-home activity.

Suggested Home Activity:

Letter to parents (enclosed)

Give students a copy of the "I-message Hidden Word Puzzle" as an additional practice activity. *(Optional)*

Evaluation:

Continued practice of the I-message pattern should be continued in the classroom. When they are observed, a "You-message" should be restated in the more appropriate "I-message" pattern.

THE MALIGNED WOLF

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny--all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange get-up of hers. So, I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom, where I was in bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before, so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl, who put on such a nice front but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Her next insult really got to me. I've got this problem with having big teeth and that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

Now, let's face it--no wolf could ever eat a little girl--everyone knows that--but that crazy girl started running around the house screaming--me chasing her to calm her down. I'd taken off the grandmother's clothes, but that only seemed to make it worse. All of a sudden the door came crashing open and a big lumberjack was standing there with his axe. I looked at him, and all of a sudden, it became clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but *I* didn't live happily ever after.

From Boise Public Schools. Used by permission.

PATTERN FOR I-MESSAGE/ YOU-MESSAGE POSTER

I-MESSAGES

I feel angry.

I'm sad because you took my toy.

I'm embarrassed because you called me a name.

YOU-MESSAGES

You're a pain.

You're mean.

You make me mad.

FEELINGS	EVENTS
Sad	Friends hurt in an automobile accident
Elated	Passed an important test
Disappointed	Not selected for the basketball team
Mad	Dropped notebook in hall, papers spilled
Excited	Planning a trip to Disneyland
Afraid	The school bully keeps threatening you
Pressured	Too much homework
Thoughtful	Brought some flowers to my teacher
Frustrated	Tired of being told what to do
Cooperative	Working with your friends on a school banned
Proud	Got all of my spelling words right on a test
Embarrassed	Wore mismatched socks to school
Surprised	Your classmates made a "welcome back" banner for your return to school after being sick.
Appreciated	Parents liked it when I cleaned up my room.
Happy	Your team won the trophy.
Upset	Your best friend is moving to another town.
Accepted	Two classmates ask you to go to the movies
Worried	Your new puppy seems to be sick.
Bad	You accidentally tore your friend's shirt.
Furious	Your brother wrecked your new bike.
Bored	The only thing to do is watch TV.
Crabby	Your sister ate all the "after-school-snacks."
Loved	Your Grandmother called you for Valentine's Day.

"I" MESSAGE HIDDEN WORD PUZZLE

There are two ways people can speak when they are talking about their feelings.

People can start with either the word "I" or the word "you."

"I" Messages show you are responsible for the way you feel.

"I" Messages don't place blame on others.

"I" Messages don't make the other person feel she/he has to defend him/herself.

Examples: I feel angry.

I'm mad because you took my book.

I'm embarrassed because you called me by my middle name in class today.

HIDDEN WORD PUZZLE: Find the feeling words from the columns in the puzzle below. Draw a ring around each word as you find it. Left over letters spell a fact about "I" messages.

mad
ashamed
disappointed
cheerful
sad
joyful
embarrassed
glad
discouraged
confused
afraid
happy
awful
angry
proud
stuck
lonely
excited
bad

D	B	A	D	I	E	X	C	I	T	E	D
A	M	D	E	E	M	S	S	A	G	E	A
M	E	A	G	S	B	T	E	D	M	Y	S
C	L	L	A	L	A	H	U	A	K	L	D
H	O	G	R	Y	R	O	H	C	W	E	E
E	D	L	U	P	R	S	U	I	F	N	S
E	I	U	O	P	A	T	A	E	A	O	U
R	A	F	C	A	S	E	N	L	W	L	F
F	R	Y	S	H	S	O	G	N	F	T	N
U	F	O	I	H	E	E	R	I	U	N	O
L	A	J	D	S	D	I	Y	D	L	E	C
D	I	S	A	P	P	O	I	N	T	E	D

I-Message Practice Activity Sheet

Instructions: After each sentence, complete the blanks in the I-message pattern using your own ideas as to how you might feel, why you might feel that way, and what you want/request as a result.

1. Someone calls you a name you don't like.
I feel __________________ when you __________________________
because ______________________________. Please ________________.

2. Someone looks at your paper during a test.
I feel __________________ when you __________________________
because ______________________________ Please ________________.

3. You're late to school because you were waiting for your friend.
I feel __________________ when you __________________________
because ______________________________ Please ________________.

4. Your cousin borrowed your sweater without asking.
I feel __________________ when you __________________________
because ______________________________ Please ________________.

5. Someone shares a lunch with you after you forgot your lunch.
I feel __________________ when you __________________________
because ______________________________. Please ________________.

6. Someone tells on you to your teacher.
I feel __________________ when you __________________________
because ______________________________ Please ________________.

7. Someone takes your ball at recess.
I feel __________________ when you __________________________
because ______________________________ Please ________________

Dear Parent:

In today's conflict resolution lesson, fourth graders learned about two ways people speak when they are talking about their feelings. People can start the statement with either the word "I" or the word "You." "I-statements" show responsibility for the way a person feels; "You-statements" place blame for feelings on someone else.

Statements such as, "You make me so mad!," or "You're a real brat!," are fairly common. In the school setting, such statements can be the beginning of conflicts between students, taking time away from a positive academic school climate. Learning to express feelings in a more positive way helps problems to be resolved more quickly and easily.

Your student has a practice sheet using a pattern for making "I-statements." You may enjoy reading through this sheet with your child.

Suggested Home Activities:

1. Use your child's copy of the "I-statement Practice Sheet" and the "I-message Hidden Word Puzzle" to review today's lesson with him/her.

2. Discourage your child from blaming his/her feelings on another person or thing. When a child is encouraged to take responsibility for his/her own feelings, the result can be a greater sense of personal value.

3. Let your child know you appreciate his/her efforts to be responsible for the feeling she/he has in a given situation. Let him/her know all feelings are O.K. Each feeling is a personal choice.

4. Encourage your child to talk about the feelings he/she has. Pent-up emotions eventually "pop out, often expressed in negative or aggressive behaviors.

LESSON 3 **Time Required: 30-40 Minutes**

Goal: To help children increase reflective listening skills as a means of learning the other person's point of view.

Outcome Statement: The student will be able to demonstrate reflective listening as a means of learning the other person's point of view.

Supplies Needed:

Pictures of "Young" woman (enough for 1/2 the class).
Pictures of "Old" woman (enough for 1/2 the class).
Transparency of old/young woman
Overhead projector
Chalkboard/chalk
Hand mirror
Poster or chart paper with reflective listening formula: "Sounds like you feel __________ because ______________"
Design patterns for listening game (included)
Handout: "Reflective Listening Worksheet" (one per student)
Dialog for demonstration (two copies)
Each student will need a pencil.
Letter to parent (included)
Pre-arrange two students to play roles in reflective listening demonstration.

Resources/References:

Covey, S. (1989). *The Seven Habits of Highly Effective People.* New York, NY: Simon and Schuster.

Kreidler, W. (19840. *Creative Conflict Resolution.* Glenview, IL: Scott, Foresman and Company.

Rich, D. (1992). *Mega Skills.* Boston: Houghton Mifflin Company.

Snyder, B. (1989). *Middle School Peer Counseling Curriculum* Orange County, CA: Orange County Public Schools.

Schneider, M. (1991). *Popularity Has Its Ups and Downs* Englewood Cliffs, NJ: Julian Messner Division, Silver Burdett Press, Inc.

Room Arrangement:

Students seated at desks in classroom; move to work in pairs later in lesson.

Key Words: perception reflective listening mimic

Anticipatory Set:

Pass out pictures of "young" woman to half (one side of) class; pass out pictures of "old" woman to half (one side of) class.

Tell students not to share their picture with anyone, but to look carefully at the picture for about ten seconds.

When time is up, have them pass the papers back, face down.

(Put the old woman/young woman transparency on the overhead projector).

Have those who see the young woman, raise their hands; next, those who see the "old" woman.

SAY: "This activity is a game of perception. Because you were looking at the picture from just one point of view, that is what you could see on the transparency. This is also the way we view conflicts. We come at the problem from just one (our own) point of view. Things often look different if we try to see the other person's point of view."

"Today, we are going to learn a way to do that. It's called reflective listening." *(Write reflective listening on chalkboard.)*

Hold mirror up to class.

ASK: "Who can tell me what this mirror does." *(Students respond)* "That's right. A mirror reflects. The mirror cannot make anything up. It can just reflect what is there. That is the same with reflective listening."

Learning Activities:

SAY: "Reflective listening is not mimicking. Who can tell me what mimic means?" *(Students volunteer. Repeating the exact words, saying exactly the same thing, etc...).*

CONTINUE: "Right. Mimicking is usually a problem starter, not a problem stopper." "Reflective listening is when you put the speaker's ideas (as you heard them) in your own words and say them back to the speaker. This lets both you and the speaker know what you have understood his/her message to be."

"Some phrases to use for reflecting are: 'sounds like ________;' 'in other words ________;' or 'you're saying ________.'"

Put up pattern poster.

SAY: "When you reflect what you've heard, try to put in the emotion as well as the factual content. This pattern (point to poster) is helpful for getting the knack."

"Sounds like you feel ________ because ________"

SAY, "Let's see how this works. I've asked *(name students who will demonstrate)* to do a little demonstration of reflective listening. At the end of the demonstration, I will ask you to tell me what examples of reflecting you heard."

Have students give demonstration at front of classroom, using demonstration dialogue (included).

Next, ASK:

(1) Which person was the listener?

(2) Who can give us one example of "reflecting" you heard? *(Have several students respond.)*

Practical Application:

Now, let's see how well you can do on your own. This is team game; you will each need a pencil.

1. Divide class into two teams, labeling them Team One and Team Two.

2. Give each team member a 3"x 5" card with a design on it (from pattern included). Team One and Two have different designs. Neither group is to show the other its design.

3. Give each team member a blank sheet of paper.

4. Direct students on each team to "count off" and to pair-up with students on the opposite team who have the same numbers.

5. Direct each pair to move chairs so they are seated back to back.

6. Instruct Team One members to use only oral communication to describe-their designs to Team Two members, who are to try to reproduce the designs on the blank sheets of paper.

7. Tell Team Two that they may ask questions which show reflective listening.

8. Allow approximately five minutes for this activity, then reverse roles, with Team Two members doing the oral description of their designs and Team One trying to reproduce them.

When second time segment is finished, discuss the activity with students, focusing on the use of reflective listening to clarify the situation.

Give students reflective listening worksheet as in class or at-home activity.

Suggested Home Activity: Letter to parents (included)

Evaluation:

This technique requires continued practice. Encourage students to try working on reflective listening. Review and reinforce as the need is indicated.

REFLECTIVE LISTENING DEMONSTRATION SCRIPT

Two student volunteers will play the roles of Speaker A and Listener B. Arrangements for this activity should be made prior to class.

Speaker A: I can't believe the fight I had with my mother last night. We really had it out!

Listener B: You really sound angry this morning.

Speaker A: Boy, I am! She was so unreasonable. I had made plans to go to a friend's house days ago and last night she said I had to stay home and baby-sit my little brother. It wouldn't be so bad except I've stayed home with that little brat every night this week.

Listener B: You resent her being unfair to you.

Speaker A: Yes, and I don't know what to do about it. Maybe I could talk to her, but I'm afraid we'd just have another fight.

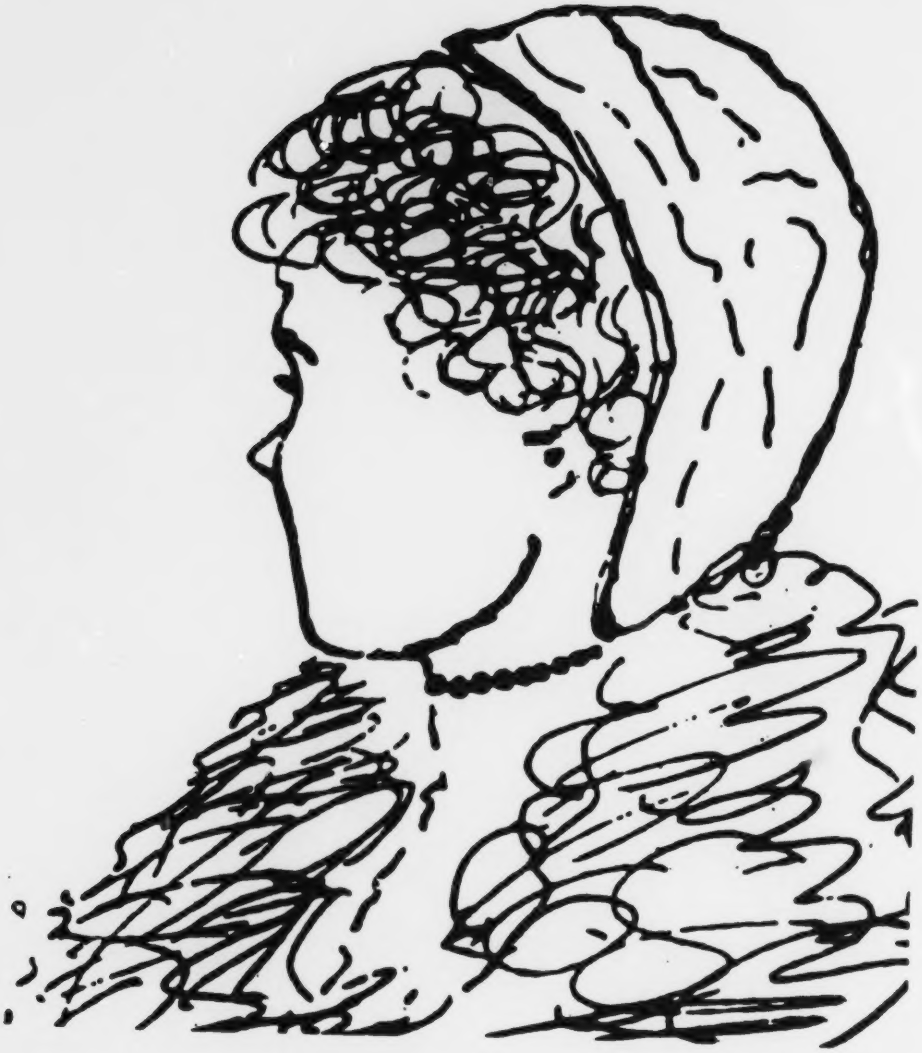
Listener B: You sound as though you really want very much to make up with your mother, but you're worried about making things worse.

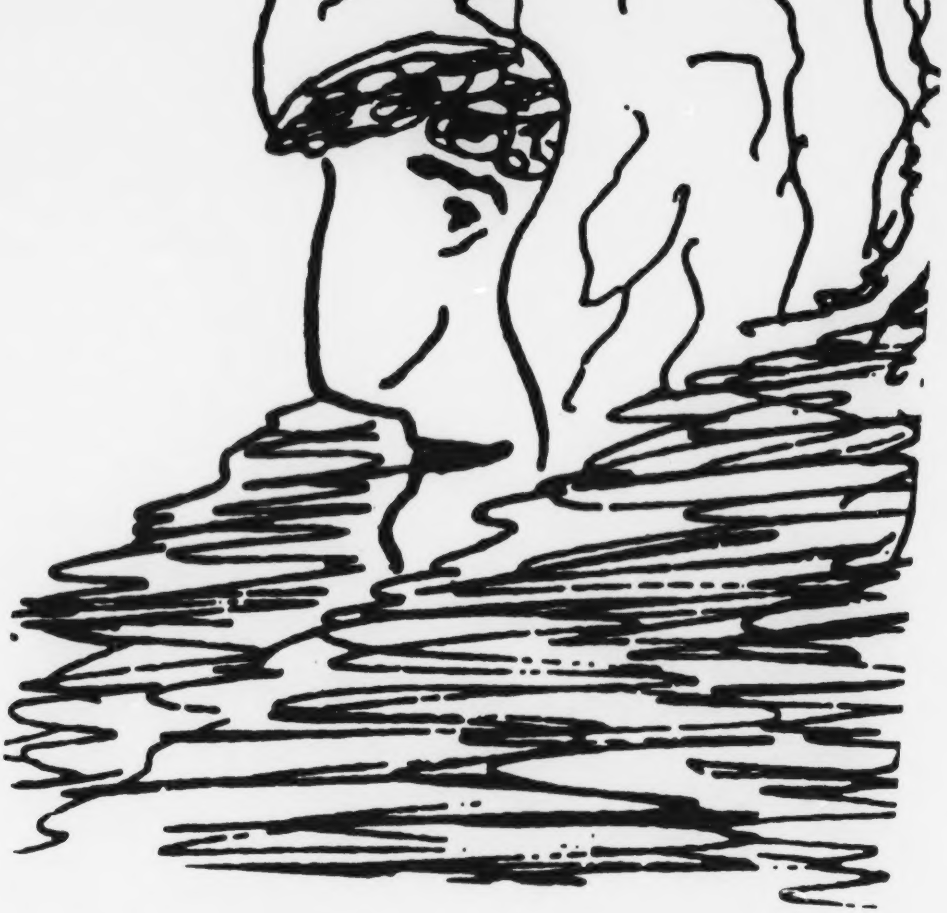
Speaker A: That's exactly right. I guess I could talk to her. She's usually in a good mood on Fridays because it's payday and she has the weekend to relax. If I can just keep from getting so mad . . .

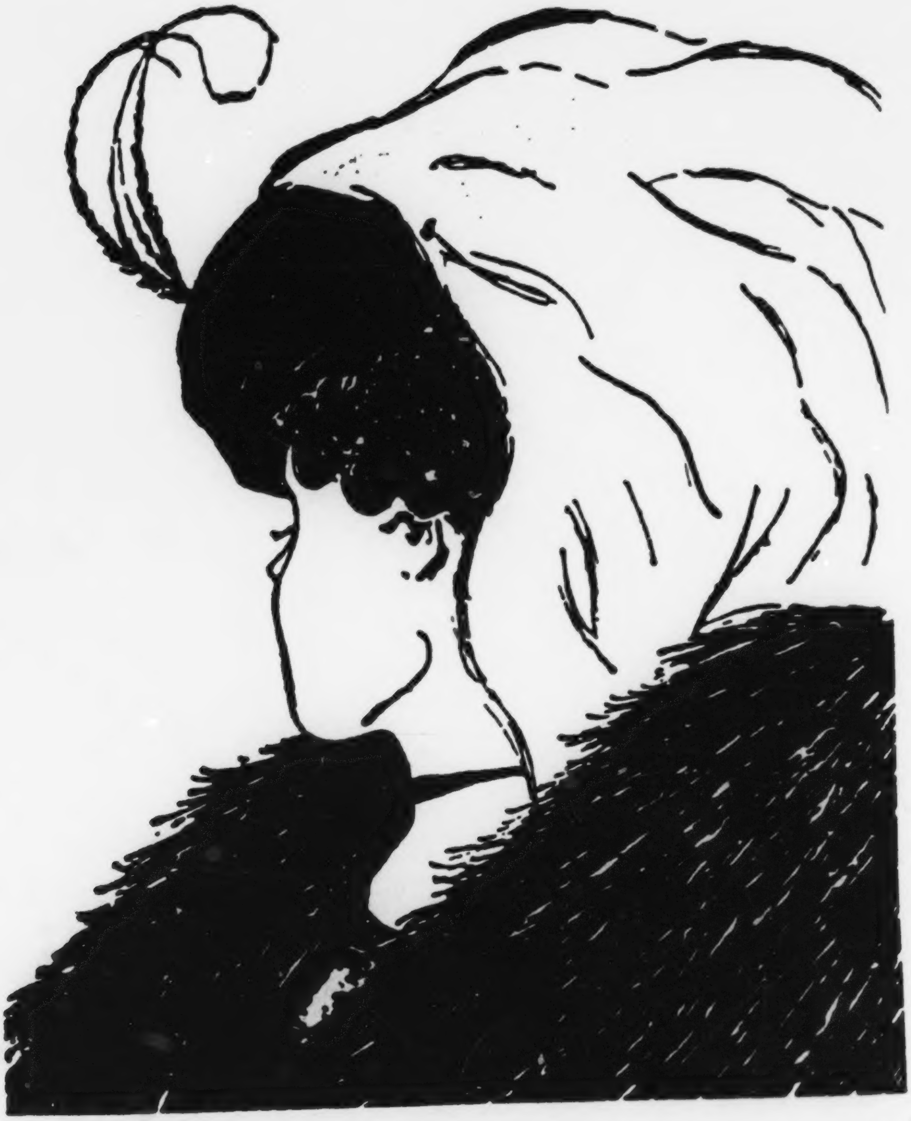
Listener B: You're afraid of getting angry again when you talk with her?

Speaker A: Yeah. If she starts yelling, then I'd really lose my cool. But, you know, I'm feeling a lot better after talking to you about it. I'm going to go on home and try to talk to her.

Listener B: Sounds like you've made up your mind. See you Monday!

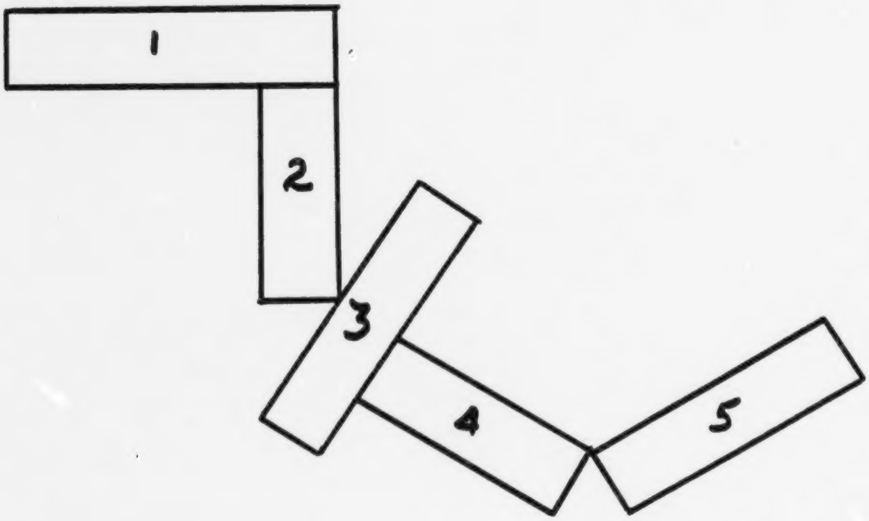




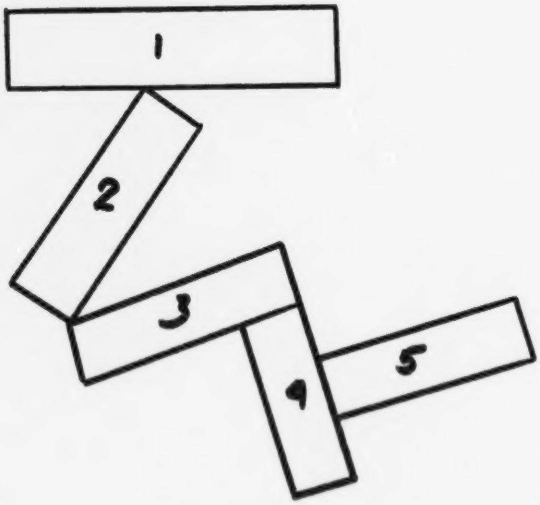


Reflective Listening Team Game

Team I Pattern



- - - - - - - - - - Cut along this line - - - - - - - - - - - - -



Team II Pattern

4:3

REFLECTIVE LISTENING WORKSHEET

LISTEN ACTIVELY:

Keep your talk to a minimum
Focus on the speaker--pay full attention
Listen for feelings as well as words

REFLECT (MIRROR) WHAT YOU'VE HEARD:

Some "reflection starters" are: "I hear you ______;" "I hear you saying ______;" "It sounds like ______;" "You sound ______," etc.

EXAMPLE:

Speaker: "My brother is very sick. I'm afraid he will have to go to the hospital."

Reflective Listener: "Sounds like you're really scared--and worried about what will happen."

YOUR TURN: Write your reflective listening response to each statement below:

1. "I think it's my turn at tether ball; I've waited and waited!"

____

2. "I keep missing the school bus; I wish my mom would wake me up on time!"

____

3. "My younger sister has it made; she never has to do any chores!"

____

REMEMBER: Reflective listening helps you understand the other person's point of view. It is not giving advice, or telling him/her what to do or how to feel!

Dear Parent:

Today's lesson topic, reflective listening, helps students gain skill in hearing another person's point of view. It is an important life skill to learn but it does take some practice.

Your son/daughter was given a "Reflective Listening Worksheet." It will give information about today's lesson. Reflective listening helps children become aware that there is more than one side to an issue. Often when the other person's view is known, a problem is more easily resolved.

Children need to know their friends and families are there for them. They also need to trust those with whom they share thoughts, ideas and feelings. Reflective listening, when used by counselors, teachers, parents and friends, helps a child feel supported and encouraged as she/he goes along on life's journey.

Suggested Home Activities:

1. Model reflecting the message you hear your son/daughter say to you without giving advise and without interrupting. By paraphrasing what he/she said, your child will know you were listening. He/she will also hear how the words sound to another person.

2. Sometimes a child feels his/her parents aren't listening. (Sometimes, they are right!). Encourage your child to tell you when he/she feels you aren't listening.

3. Encourage your child to talk and ask questions about subjects they want more information about. This can take time but it is an investment in your child's opportunity to grow and learn from you.

4. Help your child practice reflective listening by making a game of creating situations and responses (similar to the worksheet from today's lesson).

LESSON 4 Time Required: 30-40 Minutes

Goal: To help children have increased confidence in their own independent problem-solving skills.

Outcome Statement: The student will be able to list nine possible choices in resolving a conflict and to apply the choices to personal conflict resolution.

Supplies Needed:

- STAR transparency or poster (Blank or with words in windows)
- Materials for object lesson:
  - Box of baking soda covered with plain paper and labeled "Bad Choices"
  - Glass tumbler labeled "Peaceful Person" and containing a 1:1 solution of water and white vinegar
  - Red food coloring
- "Action Choices" wheel (copied on bright paper; one copy per child)
- Blank "Action Choices" wheel (copied on white paper; one copy per child)
- Plain paper (one sheet per child)
- Transparency (or poster) of "Action Choices" wheel
- Overhead projector
- Transparency (or poster) of each picture of the "Action Choices" wheel (pattern included)
- Students will need pencil and colors
- Letter to parents (included)

Resources/References:

"Alternatives to Lashing Out at Your Kid," Prevention Network. Boise, ID: Children's Trust Fund/Idaho Network for Children. Summer, 1993.

Guidance Units K-Grade 6. Boise, ID: Boise Public Schools.

O'Neill, B., and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* P.O. Box 30, Winchester, OR, 97495 (503-672-3826) Rhinestone Press.

Room Arrangement: Students seated at desks in classroom.

Key Words: choices conflict resolution peaceful person attitudes actions

Anticipatory Set:

Introduce the object lesson by briefly discussing feelings and how feelings affect our attitudes and actions.

Hold up a glass of clear liquid (1:1 water and white vinegar). Glass should be labeled "Peaceful Feelings."

Briefly discuss what "Peaceful Feelings" would be.

SAY: "Suppose a 'peaceful feeling' person bumps his head. His immediate feeling might be anger."

ASK: "What color is anger?" *(red). Add red coloring to glass.*

CONTINUE: "Now, that 'peaceful person' has to make a choice about the anger."

Hold up box (baking soda) labeled 'bad choices.'

BRAINSTORM WITH CLASS: "What would be" bad choices" for handling anger?"

Put "bad choices" (soda) into the glass of red liquid. Watch it erupt.

SAY: "Sometimes our first reaction is a bad choice. We need to have a better way to work with our feelings than to just react. Today, we are going to learn a better way."

Learning Activities:

SAY: "Making choices in response to a conflict isn't a reaction because reactions are immediate, without thinking. Making a choice means we have to: *(Put up STAR) Continue using STAR poster to guide discussion.*

Stop - and cool off
Think- decide a choice
Act - Do the Choice
Review - decide how the choice worked.

Brainstorm the factors that make a choice "good" or "bad" with class. For example, "bad" choices may lead to more trouble (if you hit someone, you may get hit back or suspended from school).

Good choices have positive consequences: conflict resolved, people remain friends, etc.

Put on transparency of "Action Choices" wheel.

Pass out copies of "Action Choices" wheel, one per student.

Explain each choice briefly. Ask a student to give an example of an appropriate time to use each choice.

Have students put their "Action Choices" wheel aside. Show representative pictures from the wheel and have students name the choice that goes with the picture.

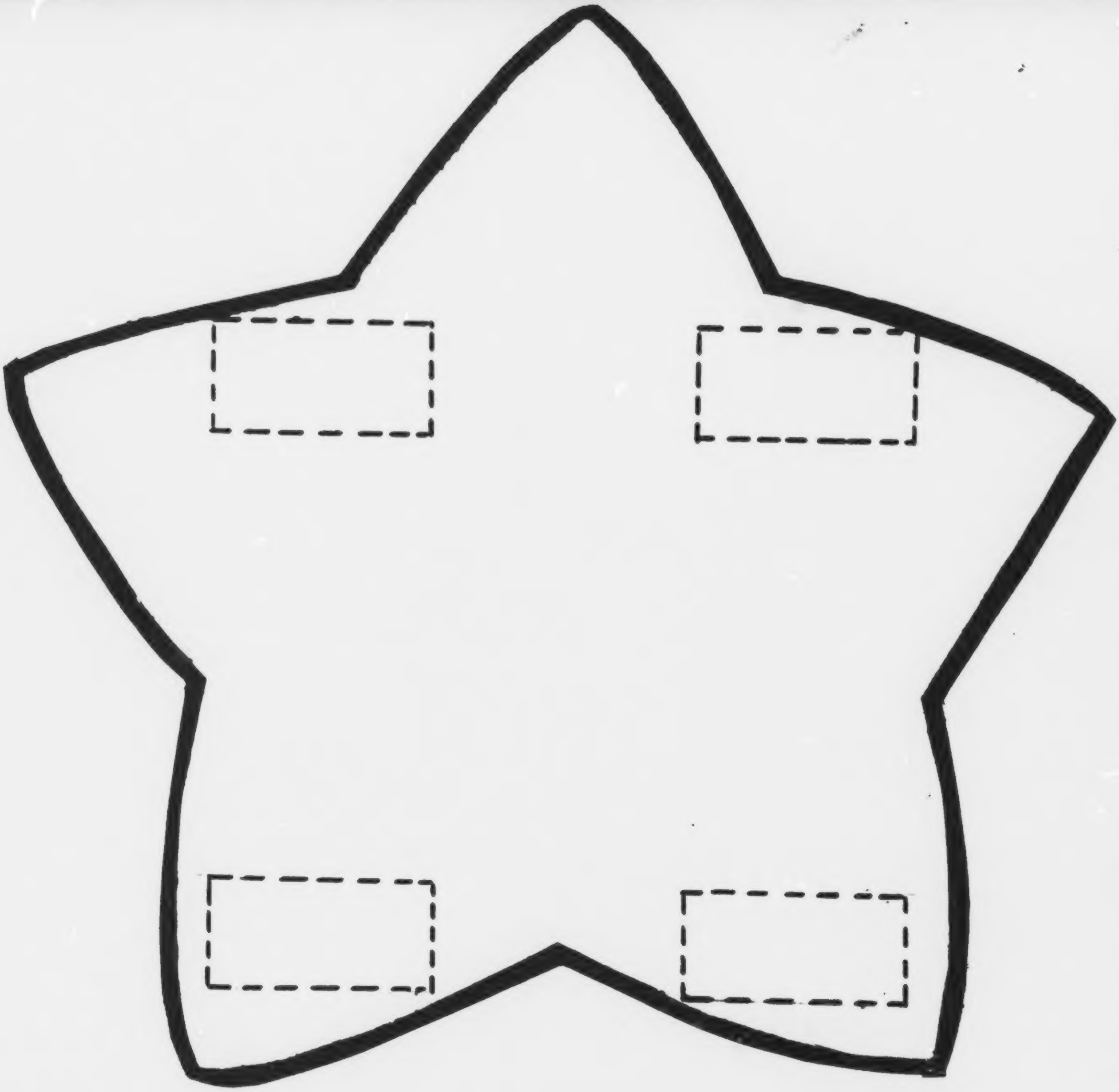
Practical Application:

Give each student a coy of a blank "Action Choices" wheel and a plain sheet of paper. Have them list the nine choices of the "wheel;" then write the choices on the blank wheel and draw an original illustration or design to go with each choice.

Display original wheels in classroom or around school.

Suggested Home Activity: Letter to parents (included)

Evaluation: Students should be encouraged to use this method of selecting choices in problems at home and at school. Teachers should be encouraged to periodically review use of the "Action Choices" wheel.

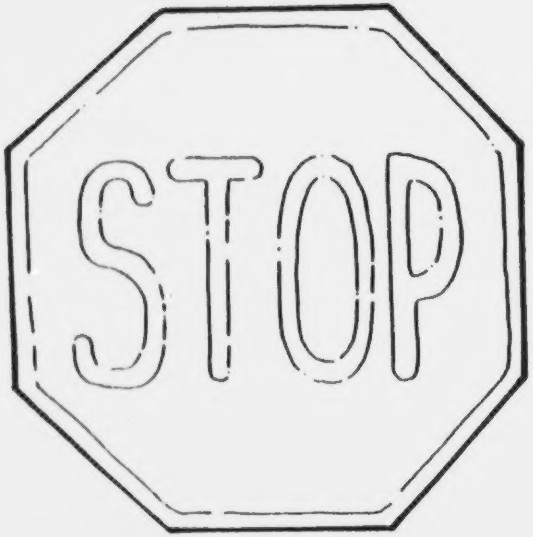


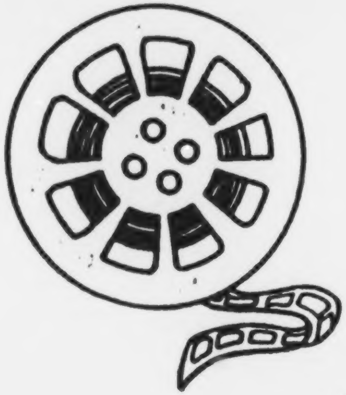
STOP: "I have to calm down!"

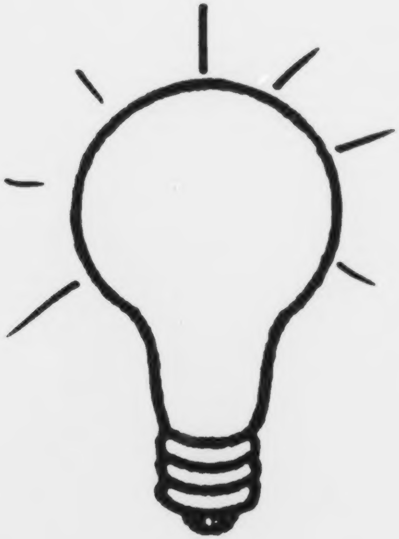
THINK: "What is the problem?"
"What are my choices?"

ACT: Choose one way. Do it.

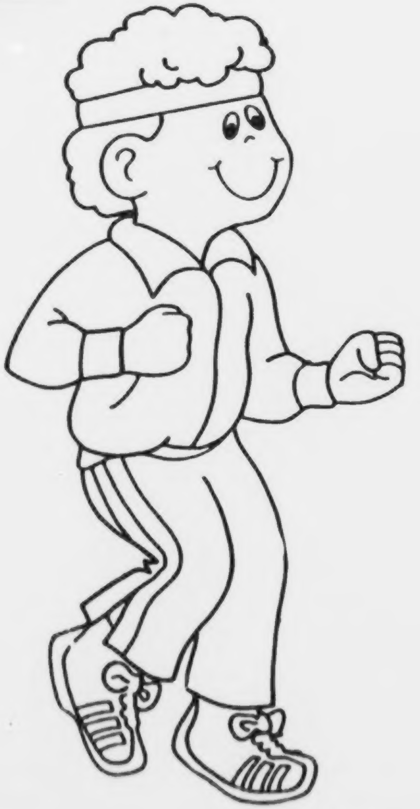
REVIEW: "How did this work?"







250



251

4:4

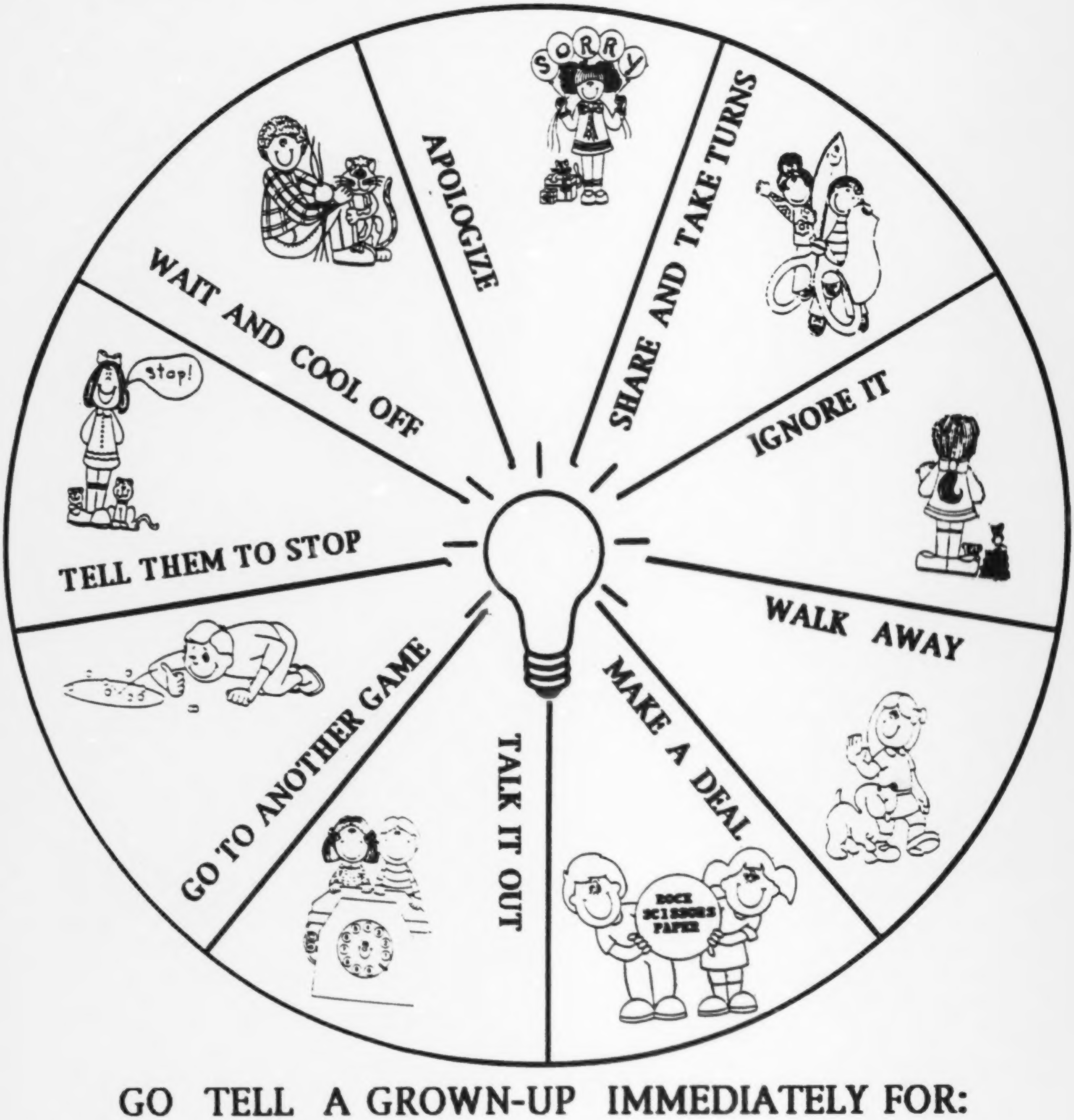
STOP

REVIEW

THINK

ACT

ACTION CHOICES

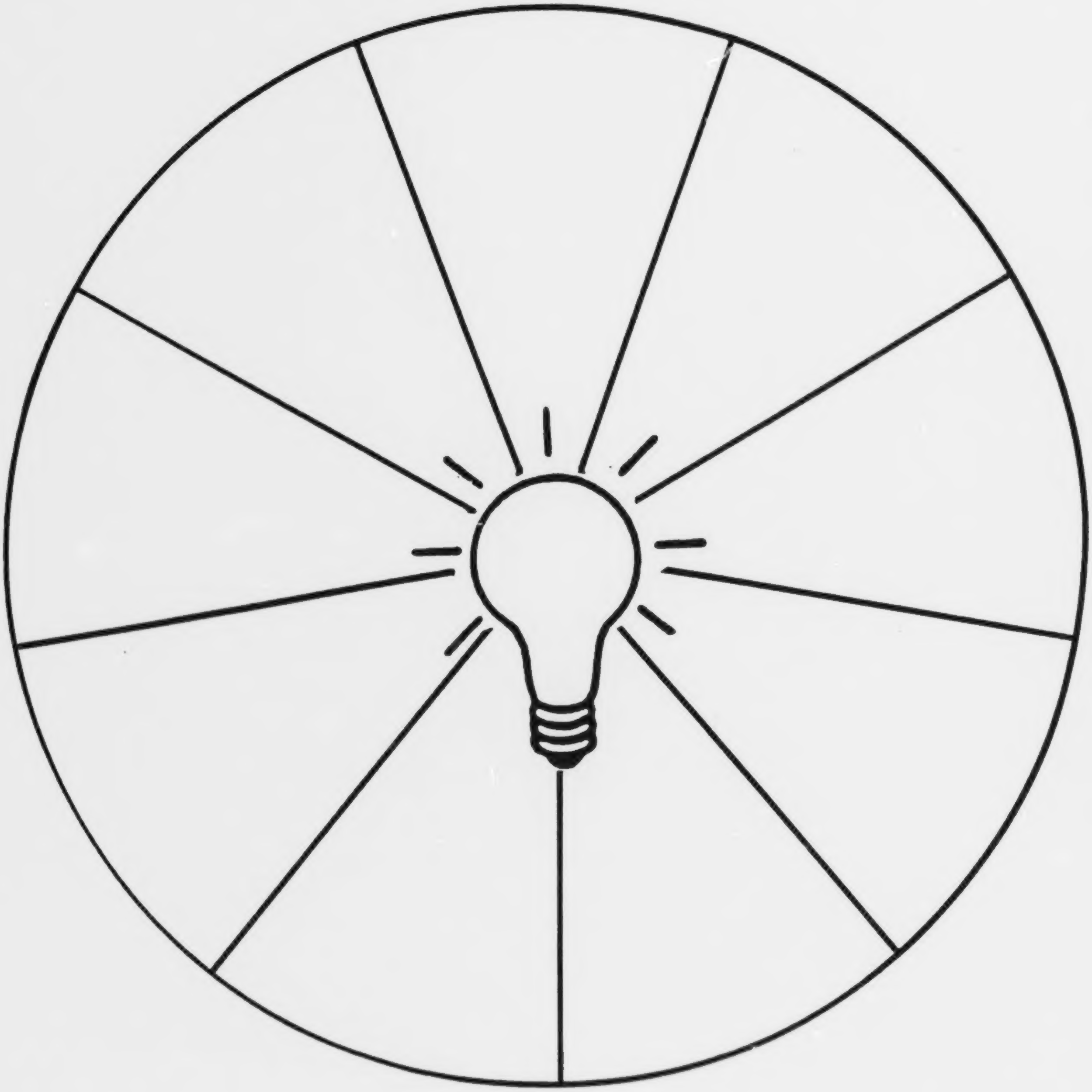

APOLOGIZE
SORRY
SHARE AND TAKE TURNS
IGNORE IT
WALK AWAY
MAKE A DEAL
ROCK SCISSORS PAPER
TALK IT OUT
GO TO ANOTHER GAME
TELL THEM TO STOP
stop!
WAIT AND COOL OFF

GO TELL A GROWN-UP IMMEDIATELY FOR:

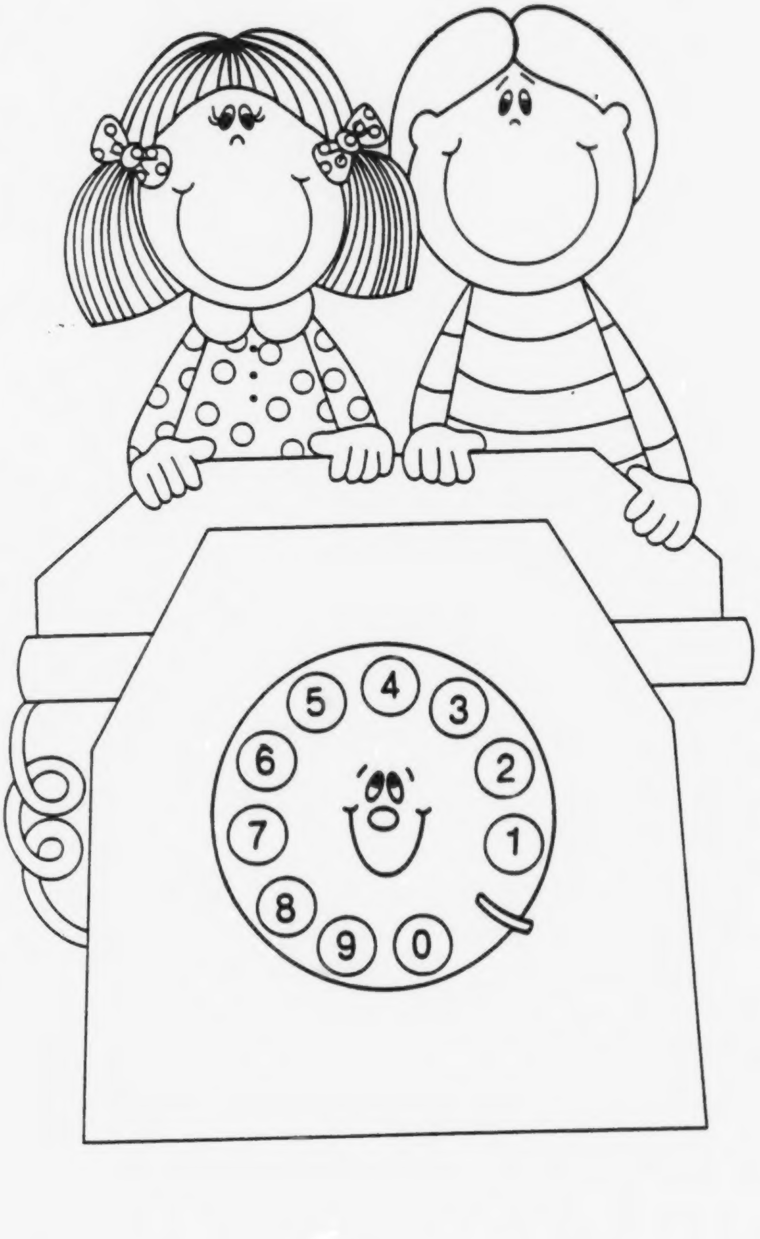
FIGHTING **BULLYING**

BAD LANGUAGE **THREATS**

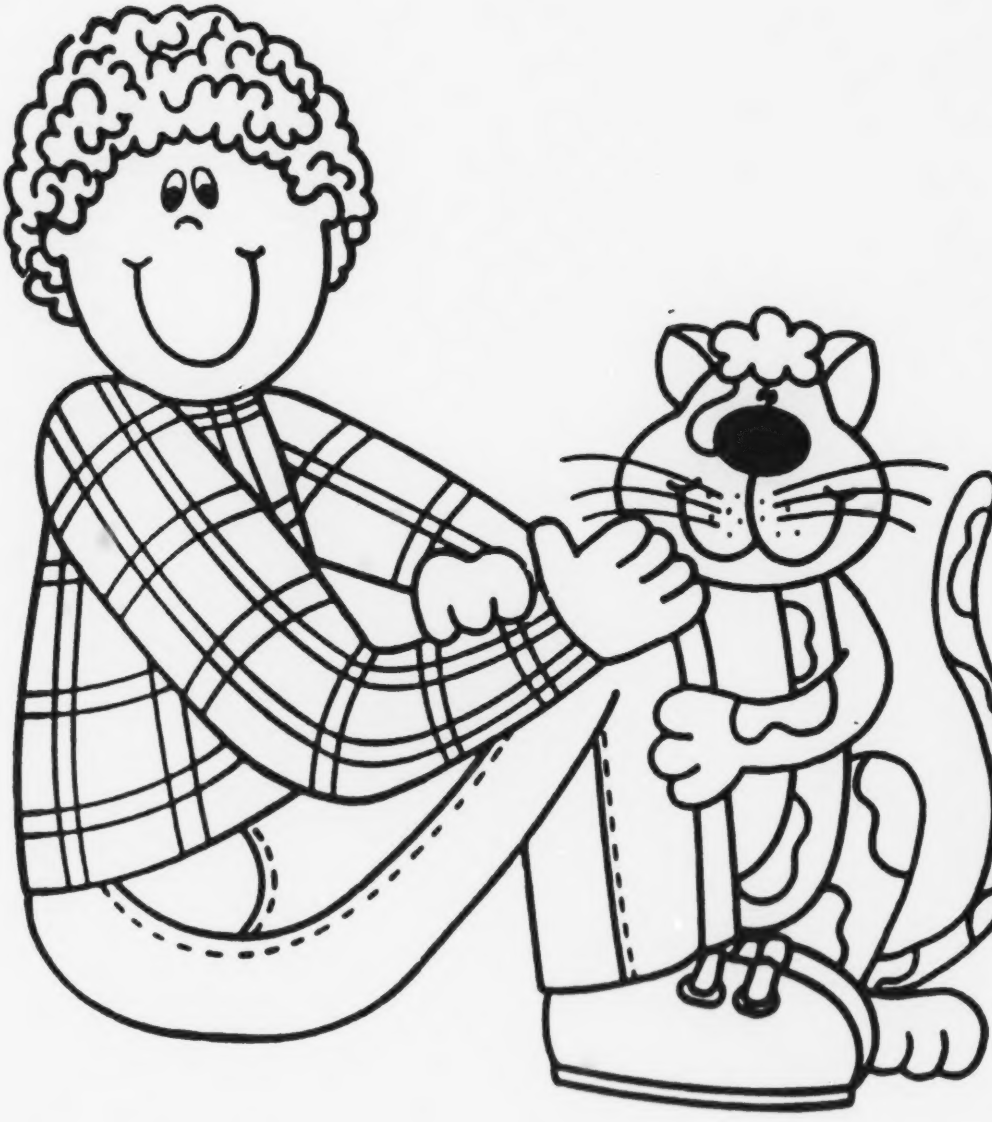
dapted from O'Neill and Glass, Kelso's Choice: Conflict Management for Children
Used with permission



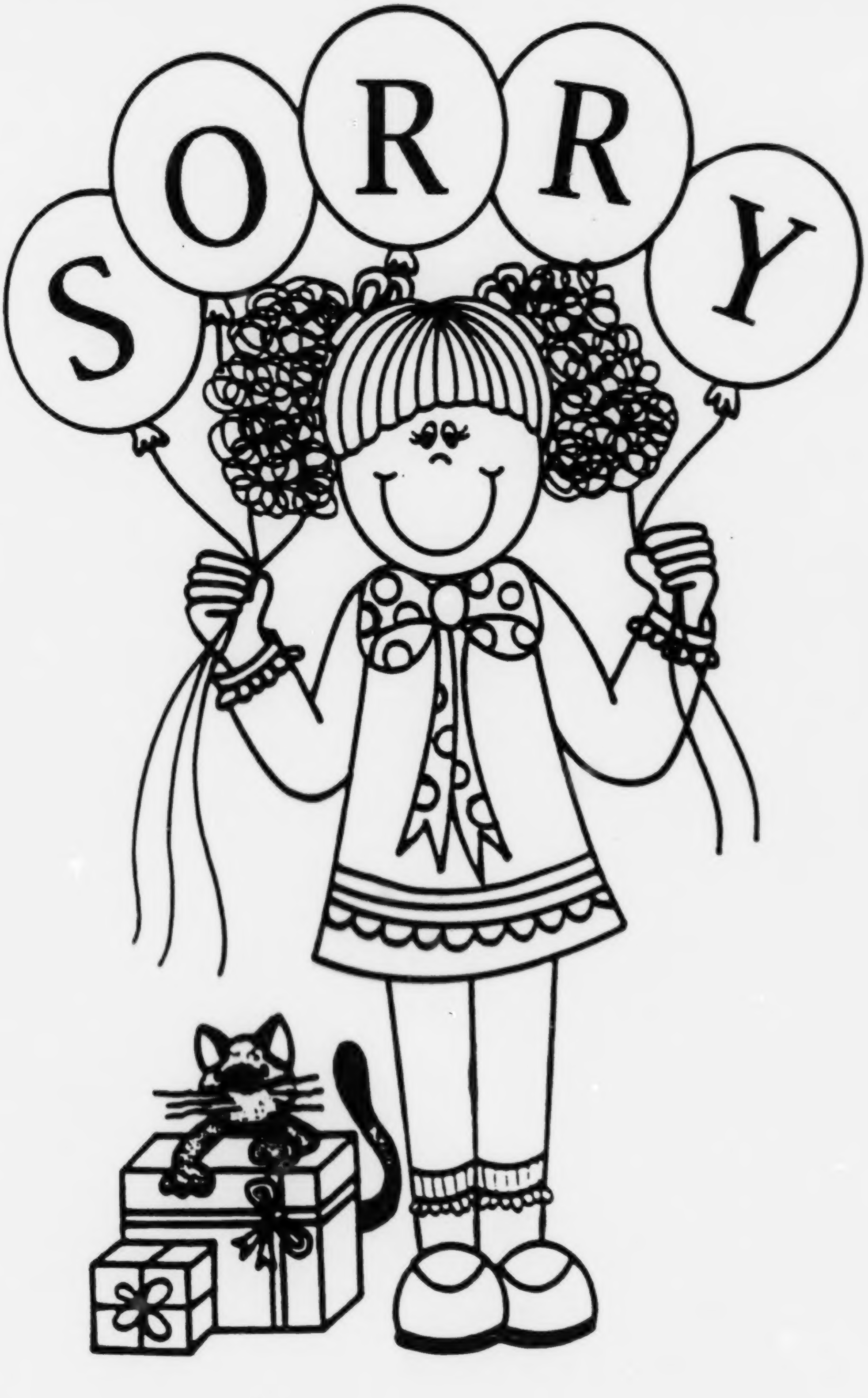
ROCK
SCISSORS
PAPER

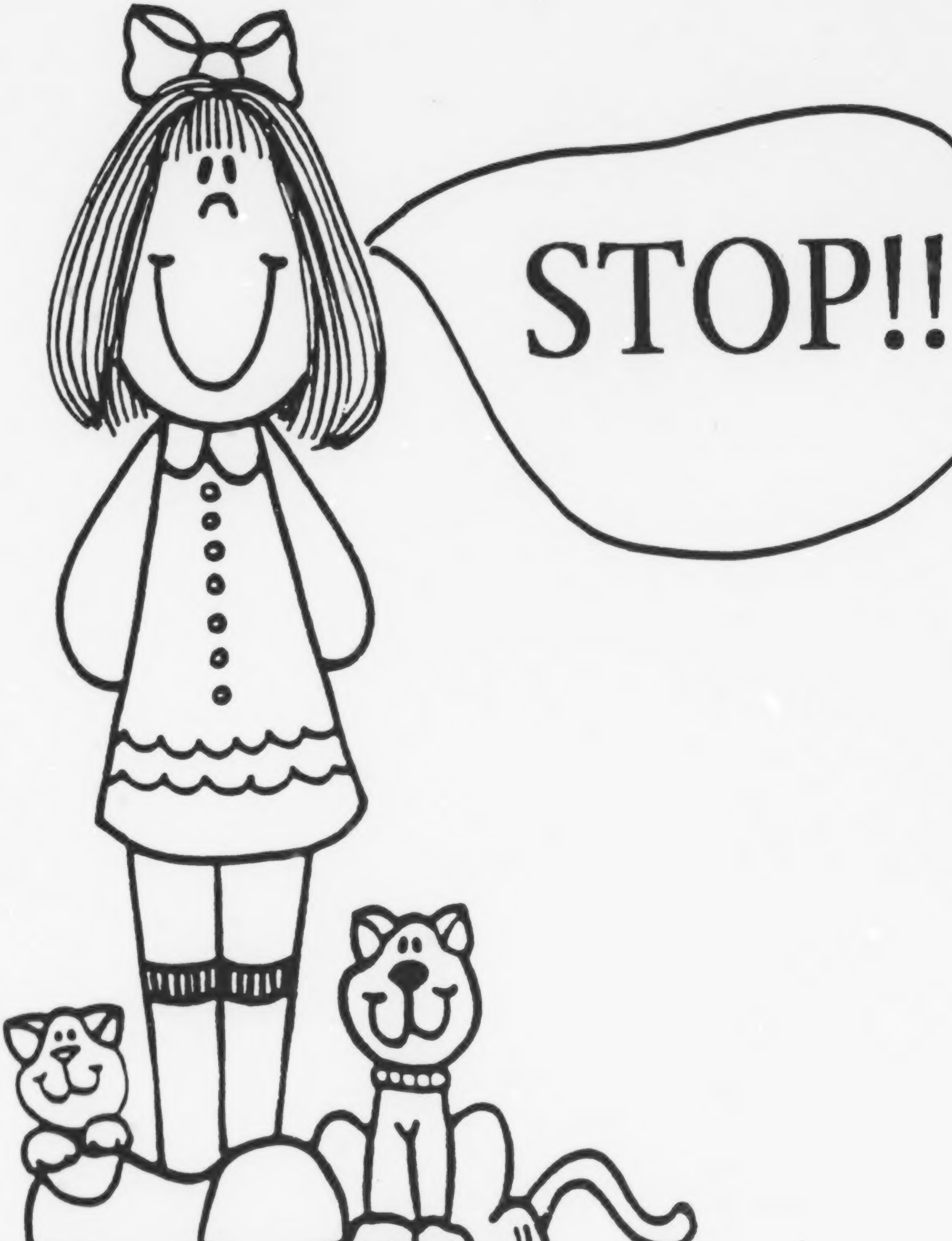

5
4
3
6
2
7
1
8
9
0

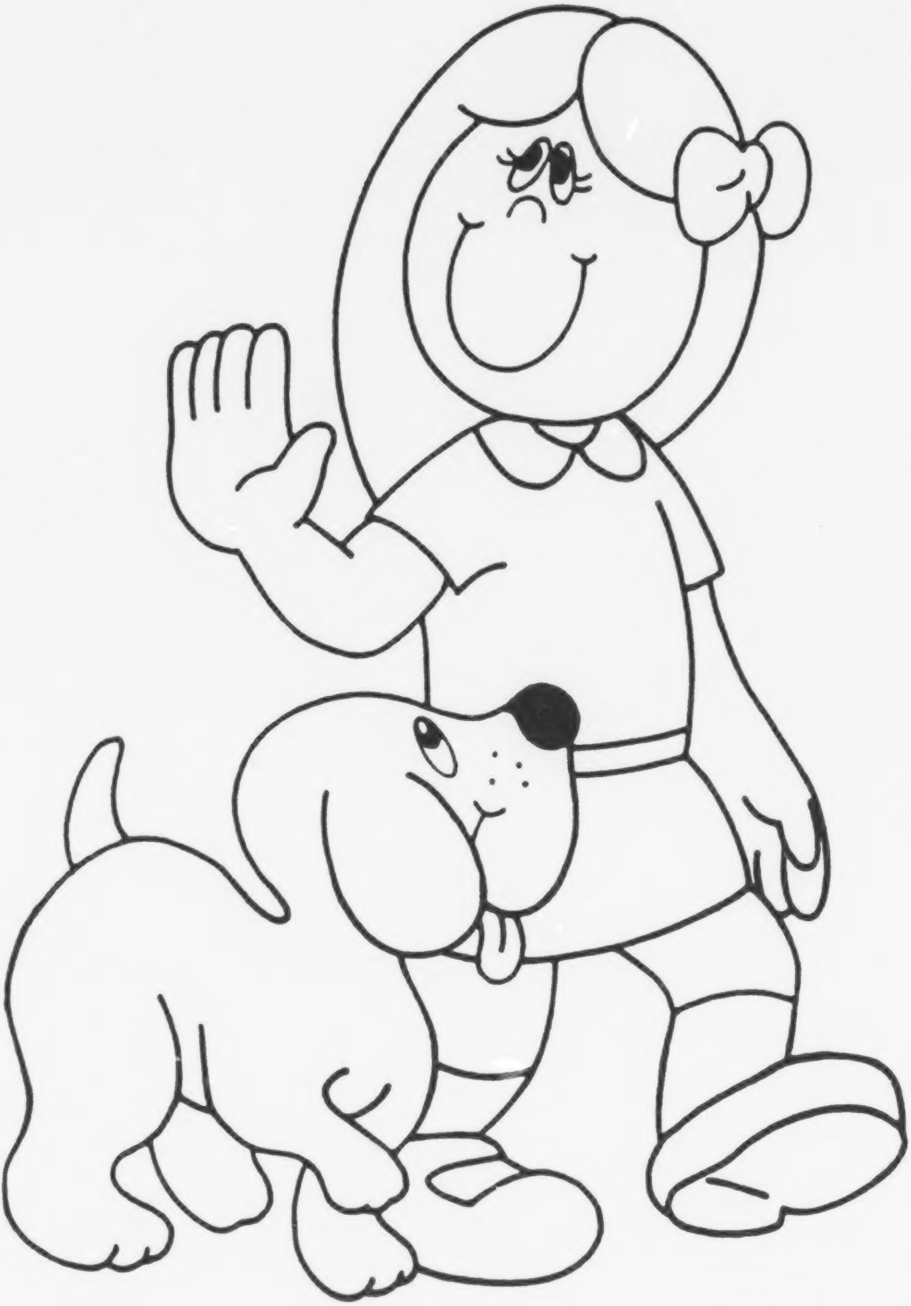
4:4

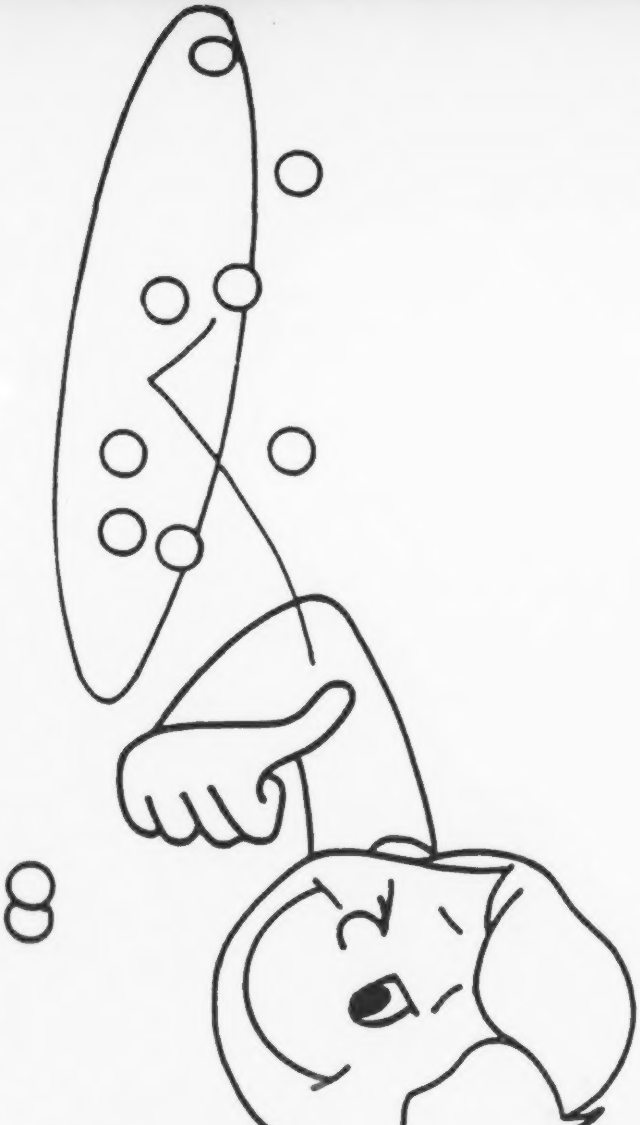


4:4


S
O
R
R
Y


STOP!!





Dear Parent:

Working with student conflicts is an on-going part of the day for school personnel. But, for all people--adults and children--problems and conflicts are a part of life. Therefore, it seems important to help children learn the life skill of independent problem solving at an early age. Starting with small problems, children can learn to make positive choices rather than just "reacting" to problems.

In today's lesson, fourth graders learned to consider nine possible choices. They were encouraged to try at least two of them before going to a teacher or adult about a small problem. To help children remember, the choices have been drawn on an "Action Choices" wheel. Your son/daughter has a copy of this wheel. Ask him/her to tell you about today's lesson and how it can be used.

Suggested Home Activities:

1. Help your child practice using the "Action Choices" wheel when there are home or neighborhood conflicts.
2. Talk with your child about big conflicts. Let him/her know you are there to help when the problem is big. Help your child understand that getting help from an adult for big problems is not tattling, ratting or being a "baby." It is the safe thing to do.
3. Be sure you child is aware of "safe" grown-ups in your neighborhood who would be there to help if help was needed.
4. Sometimes, parents would like their own "action choices wheel" of ideas to use when their kids begin to "get to them."

Here are a few ideas:*

*Take a deep breath-then another. Breath out slowly.
*Press your lips together and count to 20 or, even better, to 50.
*Turn on some music--maybe even dance or sing along.
*Hug a pillow.
*Phone a friend.
*If someone can watch the children, go for a walk or go jogging.
*Before you holler, close your eyes and imagine you're hearing what your child is about to hear.
*Take a hot bath or splash cold water on your face.
*Put yourself in a "time-out chair." Think about why the kids are "getting to you." Is it your child or is your child simply a target for your frustrations and anger?

*Adapted from: "Alternatives to Lashing Out at Your Kid," Prevention Network. Boise, ID: Children's Trust Fund/Idaho Network for Children, Summer, 1993.

LESSON 5 **Time Required: 30-40 Minutes**

Goal: To help children develop skills in recognizing and resolving the internal conflicts of peer pressure.

Outcome Statement: The student will be able to identify peer pressure and to develop a list of choices for personal decision-making.

Supplies Needed:

Poster, chart paper or overhead transparency with "Choices for Peer Pressure: Change the Subject, Use Your Friendship, Stand Up for Yourself and Get Away"
Student Handouts: "How to Resolve Peer Pressure Conflicts" and "Bugged by Peer Pressure." (one each per student)
Overhead projector *(optional)*
Letter to parents (included)

Resources/References:

Cooper, J. and Martenz, A. (1988). *Reaching High-Risk Students.* Warminster, PA: Mar*Co Products, Inc.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Mt. Holly, NJ: GoWell and Kent, Inc.

Prutzman, et al. (1988). *The Friendly Classroom for a Small Planet.* Philadelphia, PA: New Society Publishers.

Rich, D. (1992). *Mega Skills.* Boston: Houghton-Mifflin Company

Stanish, B. (1982). *Connecting Rainbows.* Carthage, IL: Good Apple, Inc.

Room Arrangement:

Students seated at desks in classroom. Space is needed at front of room for demonstration.

Key Words:

external pressure
influence
internal pressure
consequences
peer
values

Anticipatory Set:

On chalkboard or overhead transparency, have these key words listed: peer, influence, internal, external, pressure, values and consequences.

Brainstorm definition of key words. *(Emphasize that external pressure and influence, applied by peers, results in internal conflict between personal values and wanting to be liked, accepted and O.K.).*

Brainstorm things that are the subjects for peer pressure. *(Write these on chalkboard or overhead.)* Examples: Clothes, who to like, using drugs, etc...

Ask for a student volunteer *(needs to be a fairly sturdy child).* Demonstrate peer pressure as follows:

1. Have volunteer stand at front of class. She/he represents one person who is happily doing life the way she/he thinks is O.K.

2. Ask class to repeat one example of peer pressure, i.e. clothes that are O.K. Have a student volunteer to represent this pressure. She/he stands beside first volunteer, puts elbow or arm on his/her shoulder and leans against the person. Repeat three or four more times, each volunteer leaning on the one before, until the first volunteer has difficulty standing.

(Don't let the "pile" get so deep kids fall!)

Questions to discuss:

*Is the first person feeling comfortable?

(To first volunteer). What are you thinking/feeling about these pressures piled up on you?

*How is peer pressure similar to this demonstration?

*What would be the consequence if the pressure got too heavy?

Related School Experiences:

1. Coordinate the skill-building from other classroom units, such as the Drug Education/Prevention curriculum.

2. Guest speakers, such as high school Natural Helpers, can assist in providing additional reinforcement to students.

Evaluation:

Peer pressure is a lifetime issue. Observe children's use of the skills taught in this lesson. Reinforce/reteach as the need is indicated.

SAY: "When we feel pressure to do something or to be a certain way, that is a kind of conflict. Sometimes that is an even harder conflict to resolve than an argument or disagreement because we all want to feel liked, accepted and O.K. Today, we're going to talk about ways to be honest with ourselves in making our own choices."

Learning Activities:

Put up poster: "Choices for Peer Pressure: Change the subject, Use your Friendship, Stand Up for Yourself, Get Away"

Give students handout: "How to Resolve Peer Pressure Conflicts"

Discuss each step. *(Optional: Have students share times when they felt pressured.)*

THEN SAY: "Not all conflict is good--but it isn't all bad, either. Learning to stand up for yourself, to make decisions you feel good about living with, helps us become a stronger person. Even grown-ups have conflicts. They even have peer pressure. Learning how to get out from under peer pressure is an important skill."

CONTINUE: "When we listen to peer pressure and pay attention to what our peers try to tell us to do, we are acting like they know what is good for us better than we know ourselves. Is that really true?"

(Get responses from students).

"Of course not. Peer pressure is a conflict we can solve by being honest with ourselves and knowing we are already O.K. Doing something just because we are pressured does not make us more O.K."

Practical Application:

Give each student the handout: "Bugged by Peer Pressure." Tell students this next exercise is a private exercise. It is for their own benefit. Their responses will not be shared in class. Also, indicate that if anyone would like to share the results of the activity with you privately, that's O.K.

The important part in this activity is listing ways for dealing with a problem. Encourage students to use the choices on their handout or to think of their own ideas. Have them think through the possible consequences of each choice. They should rank the consequences as being excellent, O.K. or poor. The "I will" statement should reflect their chosen solution.

HOW TO RESOLVE PEER PRESSURE CONFLICTS

If someone tries to influence you to do something you don't want to do--or that doesn't seem comfortable to you--here are some choices you can use to help you do what is right for you.

Here's the way to use these choices:

Situation: John and some friends were shooting baskets after school. Everyone was getting tired when Toby sneered, "There's weird Alvin, walking home with all his books. I s'pose he's going to study. Let's see how smart he is when his books get thrown away."

What could John do?

1. Change the subject by
   *Saying, "Come on let's keep playing."
   *Reminding his friends they could get in lots of trouble.

2. Use his friendship by:
   *Saying, "I don't have to harass Alvin to be your friend."
   *Sticking with friends who treat other people with respect.

3. If that didn't work, John could stand up for himself by:
   *making up his mind and sticking to it, no matter what.
   *saying, "No, I'm not going to do it. I don't feel good hurting someone else."

4. If that didn't work, John could get away by:
   *making an excuse to leave like, "I've got to get home for dinner."
   *just walking away from the kids who are pressuring him.
   *if the problem was serious, tell a grown-up.

Adapted from Davis and GoWell. *The Million Dollar Machine Life Skills Enrichment Program.* Used by permission.

"BUGGED" BY PEER PRESSURE:

SOMETHING THAT REALLY BUGS ME IS:

____

____

____

____

____

____

____

____

THESE ARE WAYS I COULD DEAL WITH THE THING THAT BUGS ME:

WHAT I CAN DO:	CONSEQUENCES: (EXCELLENT ++, O.K. +, POOR -)

I ____ WII

____

____

Dear Parent:

As we closed our unit, "Making Our School a Peaceful Community" today, fourth graders focused on the personal conflicts caused by peer pressure. Students learned several choices that are effective in helping them make good decisions, even in the face of pressure by peers.

Children today face very "adult" kinds of pressure--not only from peers, but also from a wide variety of media programs and advertisements. The handout "How to Resolve Peer Pressure Conflicts" can be helpful in resisting all kinds of external pressure. You may want to spend time with your child reviewing the handout and discussing the issues of peer pressure together.

Suggested Home Activity:

1. Children who feel O.K. about themselves and who feel supported by their family are less apt to yield to peer pressure. Let your child know you value him/her just as he/she is, even with all the strengths and weaknesses.

2. Keep abreast of what your child is feeling and doing. Keep the lines of communication open by listening more than talking.

3. Know your child's friends. Even if they look like "good little people," try to get to know them. Invite them on a family outing, for a family meal or to play with your child at your home.

4. Avoid the use of "put downs" and "labels" in your family. Remember that your child believes what you say. When a child is called "dummy," "stupid," etc... by a parent, she/he believes it is true. A child with poor self-esteem is an easy target for negative peer pressure.

POST-TEST SESSION

Time Required: 15 Minutes

Goal: To help students put closure on the unit, "Making Our School a Peaceful Community," and to evaluate their post-unit knowledge and use of problem-solving skills.

Outcome Statement: The student will evaluate the unit, "Making Our School a Peaceful Community," and complete a post-test assessment for the unit.

Supplies Needed:

One copy of pretest/post-test for each student (copied on pastel paper different from pretest)
Student evaluation sheet, "My Ideas About . . ."
Students will need a pencil
Appreciation treat for each child *(optional)*

Room Arrangement: Students seated at desks in classroom.

Anticipatory Set:

Counselor helps students put closure on the unit by briefly reviewing the main ideas studied. *(See lesson outcome statements).*

Tell students you would like to see how effective your teaching has been. To do this, they will participate in a post-test and a unit evaluation.

Learning Activities/Practical Application:

Give each student a copy of the post-test and a copy of the unit evaluation. Read the instructions to both aloud. Circulate around the room while students are working, Collect papers when students have finished.

Optional: Be sure to invite students to visit you. Let them know your school's procedure for student requested visits with the counselor.

Give students appreciation gifts as you put closure on testing. *(optional.)*

Evaluation: Counselor scores post-test, noting areas of strength and weakness. Compare results with pretest. Use results of unit evaluation to assess personal instructional skills and curriculum materials.

MY IDEAS ABOUT THE
'MAKING OUR SCHOOL A PEACEFUL COMMUNITY UNIT

1. The ideas on conflict-solving I have used most are: ____________________
____
____

2. The most interesting idea/activity for me was: ____________________
____
____

3. I would like more help with: ______________________________
____
____

4. I still have some problems, but I believe this unit (circle the best answer)
   - helped me understand how to get along better.
   - didn't help me much.
   - helped me a little.

5. My parents (did, did not) read and use the "Dear Parent" letters I took home.

6. If I could change one thing about this unit, it would be____________________
____
____
____

7. My ideas for making this school more peaceful are____________________
____
____

RESOURCES/REFERENCES FOR GRADE FOUR LESSONS

Carson, P. and Dellosa, J. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Cooper, J. and Martenz, A. (1988). *Reaching High-Risk Students.* Doylestown, PA: Mar*Co Products, Inc.

Covey, S. (1989). *The Seven Habits of Highly Effective People.* New York, NY: Simon and Schuster.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Mt. Holly, NJ: GoWell and Kent, Inc.

Drew, N. (1987). *Learning the Skills of Peacemaking.* Rolling Hills Estates, CA: Jolmar Press.

Guidance Units K-Grade 6. (1991). Boise, ID: Boise Public Schools.

Hannaford, M. (1991). *102 Tools for Teachers and Counselors Too.* Warminster, PA: Mar*Co Products, Inc.

Kreidler, W. (19840. *Creative Conflict Resolution.* Glenview, IL: Scott, Foresman and Company.

Prutzman, et al. (1988). *The Friendly Classroom for a Small Planet.* Philadelphia, PA: New Society Publishers.

Rich, D. (1992). *Mega Skills.* Boston: Houghton Mifflin Company.

Snyder, B. (1989). *Middle School Peer Counseling Curriculum.* Orange County, CA: Orange County Public Schools.

Schneider, M. (1991). *Popularity Has Its Ups and Downs.* Englewood Cliffs, NJ: Julian Messner Division, Silver Burdett Press, Inc.

Stanish, B. (1982). *Connecting Rainbows.* Carthage, IL: Good Apple, Inc.

UNIT CONTENTS
GRADE FIVE

Page
Unit Summary: Lesson Goals and Outcome Statements...... 170

Supplies Needed for This Unit.......................... 171

Pretest Session 173

Lesson One 178

Lesson Two 185

Lesson Three 192

Lesson Four 197

Lesson Five 202

Post-test Session 208

Resources/References........................ 210

UNIT SUMMARY: LESSON GOALS AND OUTCOME STATEMENTS
Grade Five

Goal 1: To help reinforce conflict-resolution skills in children.

Outcome Statement: The student will be able to process conflict resolution by means of I-messages and a conflict resolution plan.

Goal 2: To help children look at problems in a different, more positive ways.

Outcome Statement: The student will be able to rewrite a problem in order to think about the issue in a different, more positive way.

Goal 3: To help children increase their skills to resist negative peer pressure.

Outcome Statement: The student will be able to recognize the negative aspects of peer pressure and to apply resistance skills in the problem-solving process.

Goal 4: To help children increase their awareness of bullying and to accept personal responsibility for eliminating that problem in their school community.

Outcome Statement: The student will be able to identify bullying behavior and practice positive ways to eliminate bullying in their school community.

Goal 5: To help students implement problem prevention skills in creating positive personal experiences and a peaceful school community.

Outcome Statement: The student will be able to implement problem prevention skills to help create positive personal experiences and a peaceful school community.

SUPPLIES NEEDED FOR THIS UNIT

Pretest Session

One copy of pretest/post-test for each student (copied on pastel paper)
Students will need a pencil
Letter to parents (included)

Lesson One:

Poster or overhead transparency "A Conflict is an Opportunity for Me to Show Responsibility and Make Choices"
Poster or transparency of I-message pattern: "I feel_____when (you)_________because____________
Please (I want_____________________________).
Poster or transparency of STAR problem-solving steps
Sample situations (included)
Student handout: "Action Choices" wheel (copied on bright paper)
Student in-class or take-home activity sheet, "Conflict solving: My Responsibility--My Choice" (one copy per student)
Overhead projector (optional)
Students will need pencil
Letter to parents (included)

Lesson Two:

Chalkboard/Chalk
Transparencies: "How Can This Problem Be Solved?" and "Questions to Ask"
Plain sheets of white paper (one for each group of 4-5 students)
3"x 5" cards that read: "David called me a 'dummy;' I feel like punching him." (one for each group of 4-5 students)
Overhead projector
Student handout: "Rewrite Practice Sheet"
Letter to parents (included)

Lesson Three:

Transparency of "Deciding" figure
Overhead projector
Chalkboard/Chalk
Transparency: "How to Handle Negative Peer Pressure"
Vis-a-Vis or other overhead projector pen

(continued)

Student Activity Sheet: "Good Choices for Negative Peer Pressure" (one copy per child)
Space is needed for role-play
Letter to parents (included)

Lesson Four:

"Bullying" questionnaire (one copy per student)
Students will need a pencil
Chalkboard/chalk
Transparency: "Characteristics of Bullies"
Overhead projector
Student handout: "Ways to Help Stop Bullying" (one copy per child)
3"x5" cards printed with situations (See situation suggestions, included)
"Dear Counselor Letter" (one copy per child)
Hassle Log (for counselor)
Letter to parents (included)

Lesson Five:

Transparency with the following quote: "Packs of howling hyenas a few yards away, wolves growling, huge birds flapping their wings and waiting impatiently for the leftovers. Do you think the lion hurries?"
Overhead projector
Chalkboard/Chalk
Two sets of situations slips and two bottles for "Spin the Bottle"
Student hand-out "Avoiding Problem Situations" (one per child)
Situations (one per child)
Letter to parents (included)

Post-test Session:

One copy of the pretest/post-test for each student (copied on pastel paper different from pretest)
Student evaluation sheet (one per student)
Student handout: "Hidden Message Puzzle"
Students will need a pencil and colored markers or crayons, if handout is used as an in-class activity
Appreciation treat for each student *(optional)*

PRETEST-SESSION Time Required: 15 Minutes

Goal: To prepare students for the unit, "Making Our School a Peaceful Community," and to evaluate their present knowledge and use of conflict-resolution skills.

Outcome Statement: The student will become familiar with the unit, "Making Our School a Peaceful Community" and will complete a pretest evaluation for the unit.

Supplies Needed:

One copy of pretest/post-test for each student (copied on pastel paper)
Students will need a pencil
Letter to parents (included)

Room Arrangement: Students seated at desks in classroom.

Anticipatory Set:

Counselor introduces him/herself to class and briefly describes the unit, "Making Our School a Peaceful Community". Include ideas from the unit lesson goals.

Tell students that, before the lessons begin, you need to know how much information they already have about developing a peaceful school community.

Learning Activities/Practical Application:

Give each student a copy of the pretest/post test. Read the instructions aloud. Circulate around the room to assure students understand the instructions. Collect papers when students have finished the test.

Suggested Home Activity: Letter to parents (included)

Evaluation: Counselor scores pretest, noting areas of strength and weakness. Compare results with post-test at end of unit.

UNIT PRETEST/POST-TEST
Grade Five

Instructions: Circle the answer that seems best for each question/statement below.

1. **Who is responsible for how I feel when I can't remember an answer and the whole class laughs?**

   my teacher   my classmates   I am

2. **If my best friend invites everyone but me to her birthday party, the best way to solve the conflict I feel is to**

   never invite her to my house again   write her a nasty note
   find something else to do that day

3. **Thinking about a problem in different ways can help me find a better solution because most problems have both good and bad points.**

   I agree   I disagree   I'm not sure

4. **In getting a problem solved, changing the situation means**

   ignoring the problem   changing how I act
   having my teacher handle it

5. **When another student tries to get me to do something and inside, I feel uncomfortable, the person is probably giving you**

   negative peer pressure   a chance to be popular
   a way to meet good friends

6. **Which is not a good choice for handling the pressure to do something I know is wrong**

Say ,"I don't want to do that ." Say, "I'll think about it." Say, "Good-bye. I have to go home now."

7. **Bullying is best described as**

harmless teasing very harmful something to tolerate

8. **People who are bullies**

usually are popular. are brave and fearless are hurting on the inside

9. **To prevent problems from happening, I need to**

listen to friends who care trust luck stand up for myself

10. **Which statement is most true?**

Having friends makes me happy.

Doing what all the other kids do will make me popular.

Happiness is something I can choose on my own.

Dear Parent:

For the next five weeks fifth graders will be included in a series of lessons called, "Making Our School a Peaceful Community." These lessons will be taught by the school counselor in your daughter/son's classroom. The lessons are designed to help children develop skills in preventing and solving conflicts.

The curriculum for this unit was written by Caldwell school counselors especially for the children in our schools. Lessons are designed to help children deal independently with small problems in their lives while, at the same time, taking into consideration the respect of others and their rights.

The goals for each lesson are as follows:

Lesson One: To help reinforce conflict resolution skills in children.
Lesson Two: To help children look at problems in different, more positive ways.
Lesson Three: To help children increase their skills to resist negative peer pressure.
Lesson Four: To help children increase their awareness of bullying and to accept personal responsibility for eliminating that problem in their school community.
Lesson Five: To help students use problem prevention skills in creating positive personal experiences and a peaceful school community.

Your daughter/son will bring home a handout titled, "Dear Parent" after each lesson. These letters include a summary of the day's lesson as well as suggested ways parents can continue helping the child practice conflict resolution skills at home.

This unit is intended to help the school and the home work together so each child will have many opportunities to practice the life skills needed to solve conflicts in positive helpful ways. If you have questions or concerns, please call me at *(school number)*.

Sincerely,
(School Counselor)

LESSON 1 **Time Required: 30 Minutes**

Goal: To help reinforce conflict-resolution skills in children.

Outcome Statement: The student will be able to process conflict resolution by means of I-messages and a conflict resolution plan.

Supplies needed:

Poster or overhead transparency of "A Conflict is an Opportunity for Me to Show Responsibility and Make Choices"
Poster or transparency of I-message pattern: "I feel ____ when (you) ________ because ___________
Please (I want) ___________________________
Poster or transparency of STAR problem-solving steps
Sample situations (included)
Student handout: "Action Choices" wheel (copied in bright colors)
Student in-class or take-home activity sheet, "Conflict Solving: My Responsibility--My Choice" (one copy per student)
Overhead projector (optional)
Students will need pencil.
Letter to parents (included)

Resources/References:

Guidance Units: K-Grade 6. (1991) Boise, ID: Boise Public Schools.

O'Neill, B., and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* P.O. Box 30, Winchester, OR, 97495. (503-672-3826) Rhinestone Press.

Room Arrangement: Students seated at desks in classroom or seated in a circle.

Key Words: conflict opportunity responsibility choices

Anticipatory Set:

Display poster, chart paper or overhead transparency with this message: "A conflict is an opportunity for me to show responsibility and make choices".

Brainstorm the definition of each underlined word.

SAY: "Resolving Conflicts in a positive way helps make our school a peaceful community for each of us."

Learning Activities:

SAY: "Sometimes we like to blame someone else for our feelings. But what would be a more responsible thing to do, instead of blaming someone else?" *(Students respond: Take responsibility for our own feelings).*

SAY: "This is a pattern we can use to help show we are the owners of our feelings." (Read pattern aloud: "I feel ________________when (you)______________________because:________________

GIVE AN EXAMPLE: "I feel glad when we learn to solve conflicts because school will be better for all of us.
Who can think of another example?
(Give feeling word clues, if needed).

CONTINUE: "Once we have taken responsibility for our feelings, we can go to work solving our conflicts."

Put up STAR poster/transparency.

SAY: "Some of you have learned this pattern. When you have a conflict to solve:"

Stop and cool off.
Think-What is the problem? What are my choices?
Act- Make a choice and try it.
Review- Ask yourself, how did this work?

(Point to "Act" on the chart.)

CONTINUE: "Sometimes it's hard to think of the choices when we are having a conflict." *(Put up poster/transparency of "Action Choices" wheel. Give a copy to each student).)*

Explain each choice briefly. Tell students this guide can help them solve problems independently. In trying to solve their problem, they should try at least two choices before getting help, unless it is a big problem *(see statements at lower edge of chart).*

Briefly review, using these questions:

1. What are I-messages? Who can give me the I-message pattern?
2. When we have a conflict, the very first thing to do is ___ *(stop and cool off)*
3. What does "take action" mean on the STAR? *(Make a choice and do it.)*
4. How can the "Action Choices" wheel help us?

Practical Application:

Explain that you will read a situation and the students can decide which choice(s) from the "Action Choices" wheel would work best.

(See Sample Situations sheet, included)

At the end of this activity, give students the worksheet, "Conflict Solving: My Responsibility--My Choice"

Suggested Home Activity: Letter to parents (included)

Evaluation:

This lesson will be a review for most children. Reteach and reinforce as needed.

SAMPLE SITUATIONS

1. As you walk to the teacher's desk, you bump Angie's arm, causing her to make a mistake on her art project. You can't repair the damage but it might help Angie feel better about the situation if you . . .

   (Apologize)

2. The person who sits at the desk in front of you keeps turning around and talking to you. Your teacher thinks you are encouraging this problem. To resolve this conflict, a good choice would be to . .

   (Ignore it   Get help from an adult)

3. The girl who sits next to you in class copies from your paper when the teacher isn't looking. You are tired of her cheating. A decision that might help you put a stop to this is to . . .

   (Tell her to stop   Get help from an adult)

4. As you are hurrying to class this morning, you bump into Tommy, knocking his books to the ground. You help him pick them up, but it's also important to . . .

   (Apologize)

5. At recess, two of the people you hang around have started to have an argument. You have told them to stop but they don't pay any attention. Now, they are beginning to include you in the argument. You do not want to get in a fight, so a good choice would be to . . .

   (Walk away)

6. Your two friends gossip about each other and then get mad. They both want you to like them best. In this conflict, a good choice for you is to . . .

   (Talk it out   Tell them to stop)

7. Every time you want to go to your friend's house after school, your mother says, "NO!" Whining, begging and getting mad haven't helped at all. A good choice to try from the "Action Choices" w\heel is . . .

   (Talk it out   Make a deal   Wait and Cool off)

8. You and your friends are playing tether ball. Susie and Jose decide they want to play, too, and they join right in, even though there isn't room for them. Your friends tell them to go away because you had the game first. You think a better choice is to . . .
(Share and take turns   Make a deal   Tell them to Stop)

9. John wants to play Nintendo at his house. You want to play on the trampoline, which is also at his house. You both agree you want to play together. From the Action Choices Wheel, you could choose to:
(Make a deal   Go to another game)

10. Several of the kids in your class go off to the edge of the playground at lunch recess. Today, they invite you to go along. You are glad; you've always wondered what they do there. As they reached the edge of the playground, one boy said, "Here it is; my Dad will never miss it," as he pulled a cigarette from his pocket. What should you do?
(Tell them to stop   Walk away   Get help from an adult)

11. Some bigger boys always meet you on the way home from school. They poke at you and call you names. You try to act brave but, on the inside, you feel afraid to walk home every day. They said you'll be sorry if you tell your mother. A good choice in this situation is to . . .
(Get help from a grown-up/adult)

12. Your clothes aren't the greatest, but they are clean and they are all you have. Lately, some of your classmates have been making fun of your short pants and faded shirts. It really hurts when they say these things because you can't help the clothes you have. Your mother just doesn't earn enough money to buy you new clothes. Probably the best thing for you to do is . . .
(Tell them to stop   Walk away   Ignore it)

13. A group of girls who get on the bus at your bus stop call you rude names just to make you mad. Your older brother gave you some good advice. He said to . . .
(Ignore it)

14. Your teacher has reminded you that your book report must be turned in today--no excuses. But last night your little dog got very sick and had to go to the veterinarian. You were so worried you couldn't think about anything else. Now your paper is due. You could just forget it and take an "F," but it might be better to. .

(Talk it out)

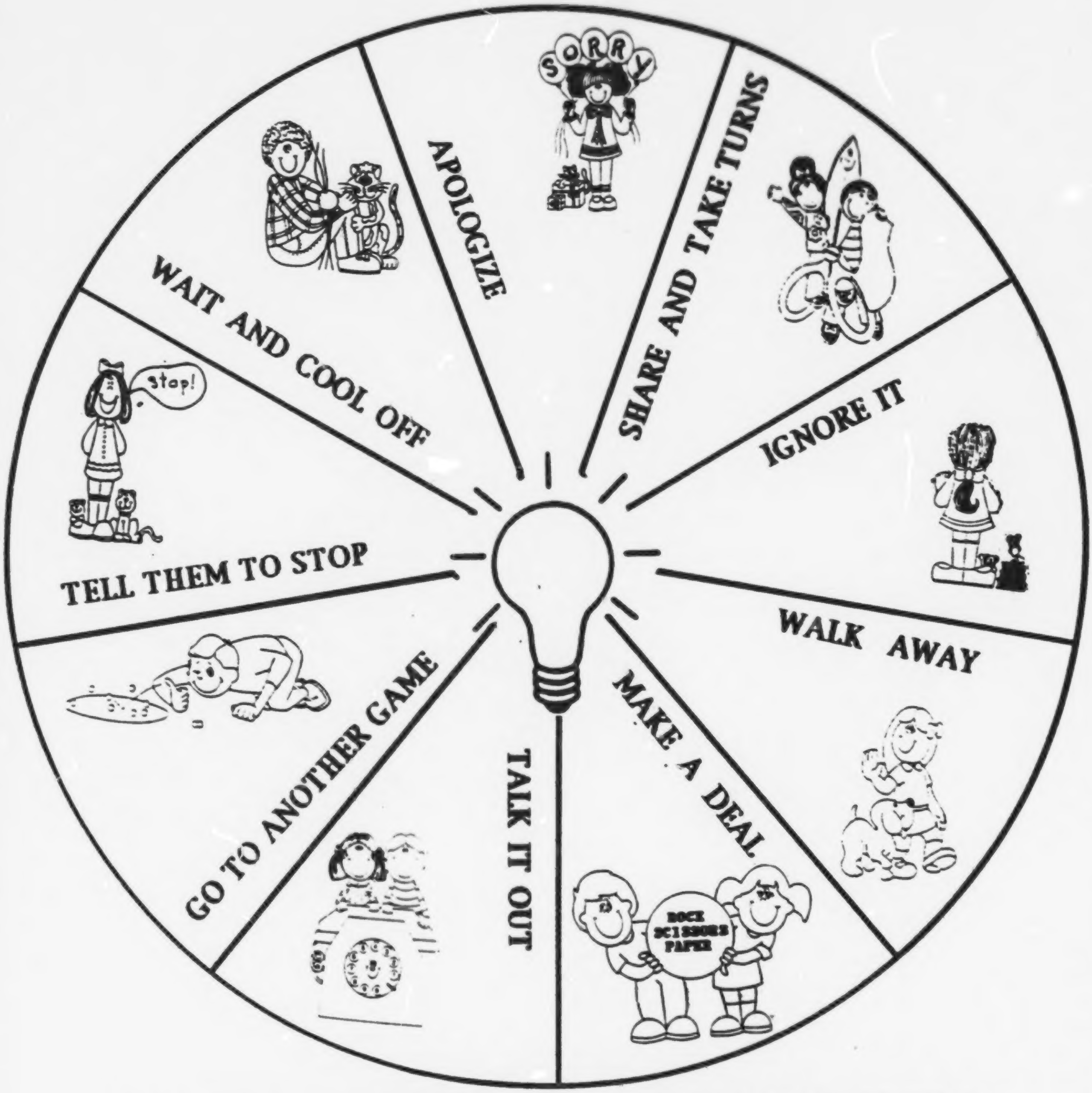
15. All of your friends got an invitation to Lisa's birthday party except you. You are hurt and you are MAD. A good choice in this conflict is to . . .

(Go to another game Ignore it Wait and cool off)

16. You really like the new shirt your grandmother gave you. Your friends say it is weird and you look dumb in it. This makes you feel very angry. You'd like to hit them--but you decide a better choice is to . . .

(Wait and cool off Ignore it)

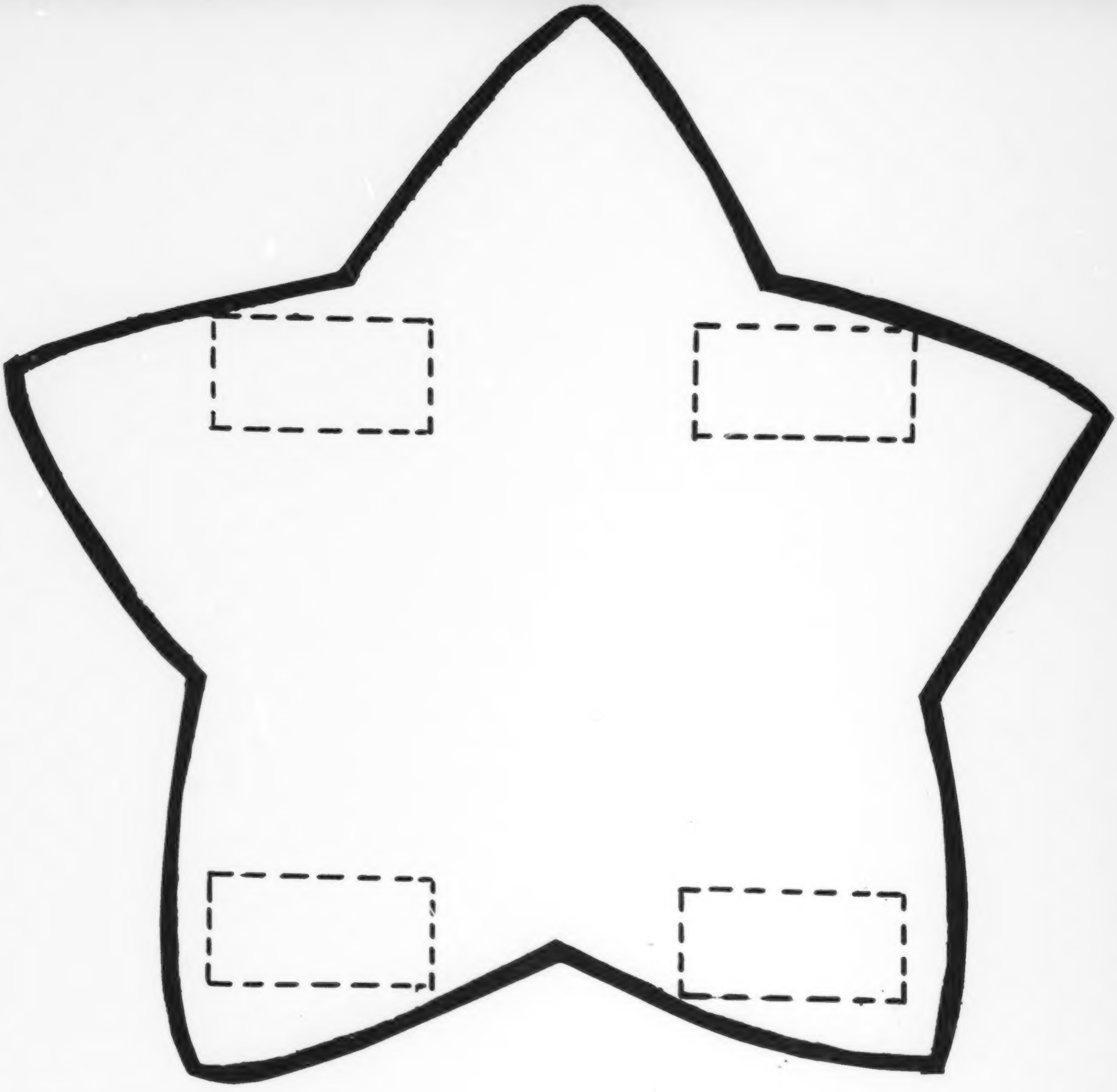
ACTION CHOICES


SORRY
APOLOGIZE
SHARE AND TAKE TURNS
IGNORE IT
WALK AWAY
MAKE A DEAL
ROCK SCISSORS PAPER
TALK IT OUT
GO TO ANOTHER GAME
TELL THEM TO STOP
Stop!
WAIT AND COOL OFF

GO TELL A GROWN-UP IMMEDIATELY FOR:

FIGHTING
BAD LANGUAGE
BULLYING
THREATS

Adapted from O'Neill and Glass; Kelso's Choice: Conflict Management for Children



STOP: "I have to calm down!"

THINK: "What is the problem?"
"What are my choices?"

ACT: Choose one way. Do it.

REVIEW: "How did this work?"

CONFLICT SOLVING: MY CHOICE--MY RESPONSIBILITY

feelings
conflict
I-message
think
act
choice
I am
stop and cool off
responsibility
review
grown-up
solution

Instructions: Fit the words from the list above in the blanks of the following statement.

A ____________________ is a problem or disagreement. Finding a ________________ to a conflict is my ________________ and my ____________________________ Before I can resolve a conflict, I need to express my ________________________ in a way that shows I am not blaming someone else. Who is responsible for my feelings? ______________ One way to show I am responsible for my feelings is to use an ____________________. I-messages help me say how I feel, when I feel that way and why I feel the way I do.

Once I have taken responsibility for my own feelings, I can use a 4-step way to solve the conflict. The steps are (in order)

_____________________________, ________________________________,

__________________________, and ________________________________

The acronym for this method is STAR.

(Turn page over)

Of course, if the problem is a big, serious problem, I need to get help from a ________________________________ at once.

Choices for solving conflicts are easy to think of if I use the Action Choices Wheel. I'll try to remember the choices first--then I'll check my answers with my copy of the wheel.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Dear Parents:

Today was your fifth grader's first lesson in the series, "Making Our School a Peaceful Community." The lesson reviewed basic concepts that have been taught in earlier years: I-messages, a four-step plan for solving conflicts and use of a "Action Choices" wheel. Handouts given to your son/daughter during the lesson will show you the concepts reviewed today.

Because solving conflicts is a lifetime task, each child should be encouraged to develop effective conflict resolution skills at an early age. Parents can be very helpful to their child's skill-building by helping him/her practice at home. Following are some suggestions:

Suggested Home Activities:

1. Read through each paper your child brings home from this unit. Have him/her explain the lesson to you.

2. Post your child's copy of the "Action Choices" wheel in a prominent place. Refer to it when conflicts come up at home.

3. Discourage children (and all family members) from blaming their feelings on someone/something else. I-messages may seem stilted but they are a simple way for children to take responsibility for their feelings.

LESSON 2 **Time Required: 40-45 Minutes**

Goal: To help children look at problems in a different, more positive way.

Outcome Statement: The student will be able to rewrite a problem in order to think about the issue in a different, more positive way.

Supplies Needed:

Chalkboard and chalk
Transparencies: "How Can This Problem be Solved" (page 189) and "Questions to Ask" (page 190)
Plain sheets of white paper (one for each group of 4-5 students)
3"x5" cards that read: "David called me a 'dummy;' I feel like punching him." (One for each group of 4-5 students)
Overhead projector
Student handout, "Rewrite Practice Sheet"
Letter to parents (included)

Resources/References:

Young, B. (1992). *Problem-Solving Skills for Children* Del Mar, CA: Learning Tools.

Key Words: conflict determine rewrite

Anticipatory Set:

Write this statement on the chalkboard: Your thoughts determine how you solve a conflict.

Brainstorm children's ideas on this statement. Bring out the theme for this lesson: there are several ways to think about things--the idea we have about a situation, person, etc. affects the choices we choose in solving the conflict.

Give examples--let children respond.

Example I: (Event: rain)
Farmer: "We can really use some rain; I love it!" *(happy, excited)*
Student on a Field Trip: "I can't believe it's raining! It's going to ruin everything! " *(anger, frustration)*

Example II: (Event: Empty cookie jar)
Boy just home from school: "Who ate all the cookies? I hate it!! I'm starving!! *(mad, frustrated)*

Mother, on a diet: "No cookies--no temptation--no calories. That's great!!) *(pleased, happy, relief)*

Learning Activities *

SAY: "Sometimes it helps us find solutions to our conflicts if we try to look at them in a different way. Let's take an example. Suppose you have a conflict about school. You say "School is too hard for me." *(Write this on chalkboard or overhead).*

CONTINUE: "Thinking that thought is very discouraging. But suppose you try to think of this conflict in other ways. You could say: 'I really like most of my subjects in school, but reading is hard for me,' or 'I like to read to myself, but reading aloud is hard for me. I need help feeling comfortable when I read aloud. Maybe my teacher can help me. I'll ask him.' "

"Remember, rewriting a problem means to look at the problem in different ways. To do that, you can break it into smaller pieces and think of any positive or good parts of the problem."

Continue with the following group activity: Put "How Can This Problem be Solved?" transparency on projector but do not turn on machine.

Cover each step with paper until it is being discussed.

SAY: "Let's take a look at a sample problem: *(Read aloud).*

Angie is ten years old. She is very tall for her age-taller than all the other children, even the boys! The kids call her names like "beanpole" and "skyscraper." Susie and Joy call her those names often. Angie tries to be friendly with everyone but no one seems to want to be her friend. "No one at school likes me," Angie said to her mother. "All they do is call me names and tease me. When I try to join in, they just give me dirty looks. Sometimes, I walk into a room and everyone giggles." Angie felt sad and mad at the same time. She has started shouting names back at Susie and Joy."

"Angie is miserable. It isn't fun to be unpopular. Everyone wants to have friends and be liked. What can Angie do about it? "

(Turn on overhead projector; have only step one visible on screen.)

"Angie thinks no one likes her. But is that really the problem? Angie needs to be sure the problem is really what she thinks it is. Is she really unpopular? Maybe she is as popular as everyone else."

(Write the real problem on the transparency.)

"Angie can accept that some people may not like her. And, she can see if she is really being a good friend. Her shouting back, for example, doesn't cause other children to want to be around her. But if she would stop, the other children may want to include her again. They will stop calling her names."

"Now, Angie is ready to change the situation. She will need to make a plan to solve the problem; then, she will need to follow the plan."

"Remember the STAR plan we talked about last week? Angie can use the STAR plan to help her. First, she has to stop and think about the problem. She should rewrite it to be sure she is dealing with the real problem. Next, she has to make some choices about what to do. Maybe she will decide to ignore the names and teasing--or, she might decide she has better friends than Susie and Joy."

"Angie will need to follow the plan. If it doesn't work, she will have to make another plan. Here's what Angie did:"

(Uncover last part of transparency; read aloud).

Briefly review the steps from transparency.

*Note: This section adapted from: Youngs, B. (1992). *Problem Solving Skills for Children*

Practical Application:

Divide class into groups of four or five.

Give each group a plain piece of paper and a 3"x 5" card with this problem written on it: "David called me a 'dummy;' I feel like punching him."

Ask one student in each group to be the recorder, who writes the group answers.

Have students think about other ways to describe the problem - then, rewrite the problem and change the situation. (time limit: 3-5 minutes)

Have each group share their rewrite and their solutions.

Give each student a copy of the "Rewrite Practice Sheet" as an in-class or take-home activity.

Suggested Home Activity: Letter to parents (included)

Evaluation:

This concept needs repetitive practice. Encourage continued use of the rewrite in language arts lessons and as an ongoing problem-solving technique as situations arise.

How Can This Problem Be Solved?

1. What is the problem?

2. Rewrite the problem: *I want to be friends with Susie and Joy but I don't think they want to be friends with me.*

3. Change the Situation: *I have decided to stop shouting names back at Susie and Joy. I will make a special effort to be nice to them. I will also spend time with my other friends.*

Maybe the other kids do like her but she just thinks they do not. She needs to ask herself some of these questions:

(Put up transparency of "QUESTIONS TO ASK.")

* Have I tried to be friendly with others?
* Have I talked to them or do I wait for them to come to me?
* Why do others stop talking when I join them? Is it because they were talking about me? Or, are they just being polite? Maybe they are stopping so I can join the conversation.
* Am I sure they are looking and laughing at me? Or, are they laughing at something else?

Ask students to share other questions Angie might think about in solving her conflict.

(Return to first transparency; uncover first two steps).

SAY: "The next step is for Angie to rewrite her problem in a truthful way. Here's how Angie rewrote her problem" (Read aloud).

"The rewrite makes the problem better. It doesn't solve it, but it does show things aren't as bad as they seem. It's not that everyone doesn't like Angie. It's just that Joy and Susie might not want to be her friends. It's too bad, but it is a fact of life. Sometimes, not everyone gets along.

QUESTIONS TO ASK

Have I tried to be friendly with others?

Have I talked to them or do I wait for them to come to me?

Why do others stop talking when I join them? Is it because they were talking about me? Or, are they just being polite? Maybe they are stopping so I can join the conversation.

Am I sure they are looking and laughing at me? Or, are they laughing at something else?

Rewrite Practice Sheet

1. Write a problem or conflict you would like to solve:
   My problem:______________________________________

2. What are some questions I can ask myself to look at the problem differently?

3. Rewrite the problem, using the above ideas.

4. What will be my plan to change the situation?

Dear Parent:

In our lesson today on conflict solving, fifth graders learned that their ideas and choices for resolving a problem depend somewhat on the way they think about the problem. They learned there is more than one way to look at a problem. Sometimes a problem isn't really what it seems to be at first. To help children understand this concept, they learned to rewrite problems. This helps them clarify the real issue before a choice is made about changing the situation.

Your daughter/son has a handout that will give the rewrite process. She/he could benefit from additional practice in looking at a problems in a different, more positive way.

Suggested Home Activity

1. When your child has a problem, especially involving relationships with other children, try to have her/him look for positive aspects of the problem. Help him/her consider different ways of looking at the problem. She/he may need your help in finding good or beneficial aspects of the situation.

2. Encourage your child to talk openly with you about their problems. Even though you may feel rushed for time, try to hear the child's story completely. Fifth grade can be a "turning point" year. Closed lines of communication are difficult to open. It's important to maintain openness at this age.

3. "Rewrite" is like putting the problem in a different setting. It is a good technique for parents to use when they feel frustrated and annoyed with their children. Try looking at the situation differently. It may help alleviate the negative feelings.

LESSON 3 **Time Required: 35-45 Minutes**

Goal: To help children increase their skills in resisting negative peer pressure.

Outcome Statement: The student will be able to recognize the negative aspects of peer pressure and to apply resistance skills in the problem-solving process.

Supplies needed:

Transparency of "Deciding" figure
Overhead projector
Chalkboard/Chalk
Transparency: "How to Handle Negative Peer Pressure"
Vis-a-Vis or other overhead projector pen
Student Activity Sheet: "Good Choices for Negative Peer Pressure" (one copy per child)
Letter to parents (included)
Space is needed for role-play

Resources/References:

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Mt. Holly, NJ: GoWell and Kent, Inc.

Gerne, T., and Gerne, P. (1986). *Substance Abuse Prevention Activities for Elementary Children.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Johnson Institute (1993). *Turning Troubled Kids Around.* Minneapolis, MN: The Johnson Institute, Inc.

Kreidler, W. (1984). *Creative Conflict Resolution.* Glenview, IL: Scott, Foresman and Company.

Room Arrangement:

Students seated at desks in classroom. Space is needed for role-play at front of room.

Key Words: deciding influence negative needs peer pressure

Anticipatory Set:

Put up transparency "Deciding" figure.

Ask students to give their ideas about the message of this illustration. Include questions such as, "Where could this person be getting these conflicting messages?" *(self, family, peers)*

SAY: "This person may try to act like everything is O.K. but what is going on inside him/her?" *(conflict)*

SAY: "Other people can try to influence our decisions. Advertising is an example of someone trying to make you believe a message. Even friends and classmates may try to influence you to do what they want or to act like they think is 'cool.' Some pressure-conflicts can be good, but some are bad. We're going to talk about that today, because every choice you make has a consequence. You will want to know how to make choices that help, not hurt, you and others."

Learning Activities:

Explain to the children that most of the actions we take are a response to our feelings.

SAY: "We have a certain feeling and we choose a way to respond to the feeling. For example: Suppose you did poorly on a math paper. At first, you feel disappointed or maybe mad. You have to do something with the feeling, so you might wad up the paper and throw it away or you might cry or you might talk to the teacher about your work."

"When other people put pressure on you, you are going to have some strong feelings. You will have to choose a reaction to those feelings."

"Suppose the kids make fun of your clothes--they aren't the 'latest style' or maybe they're a bit too small. What feelings might you have?"

(Have students brainstorm feelings -write in a column on the chalkboard).

"We also have 'inside wants' to make us feel O.K. about who we are. For example, our person with the 'unpopular' clothes still wants to be liked by his classmates."

Brainstorm other "wants" children have (to be popular, to be accepted, to be part of a group).

List these ideas in another column labeled "needs" on the chalk board.

(Point to transparency of "Deciding.")

SAY: "Look at this drawing again. What needs will our person try to fill through the choices he/she makes?"
Refer back to "needs" column on board).

(Discuss this concept until all students seem to understand - review and repeat, as needed. Especially emphasize our need to be a part of a group.)

SAY: "When we feel pressure from someone, it makes us feel uncomfortable. It gives us the feeling we 'won't be O.K. 'if we don't go along. When that happens, it's time to do one of these things:"

Put up transparency: "How to Handle Peer Pressure: Change the subject, use your friendship, stand up for yourself and get away."

(Cover each step until you have explained it.)

Change the Subject:

For example, say: "Come on. Let's finish what we were doing." or "Let's (name another idea) for another activity instead." or remind pressuring person of all the trouble she/he could get in."

Use Your Friendship:

For example, say: "I don't have to (do what is asked) to be your friend, do I?" or choose to stick with friends who do activities that feel comfortable to you.

Stand Up for Yourself

For example, make up your mind and stick to it. Say, "No, I'm not going to do that. I think it's (wrong, immature, etc......)."

Get Away

For example, make an excuse to leave walk away from the kids who are pressuring you. Tell a grown-up, if the problem is serious.

Practical Application:

Have students role-play the following situation:

Joe is sleeping at his friend Dave's house. After Dave's parents go to bed, Dave goes downstairs and comes back with some wine from the refrigerator. Dave says, "Wine feels good - I do this all the time. Have some." Joe doesn't want to drink any, so he *(use one of four choices).*

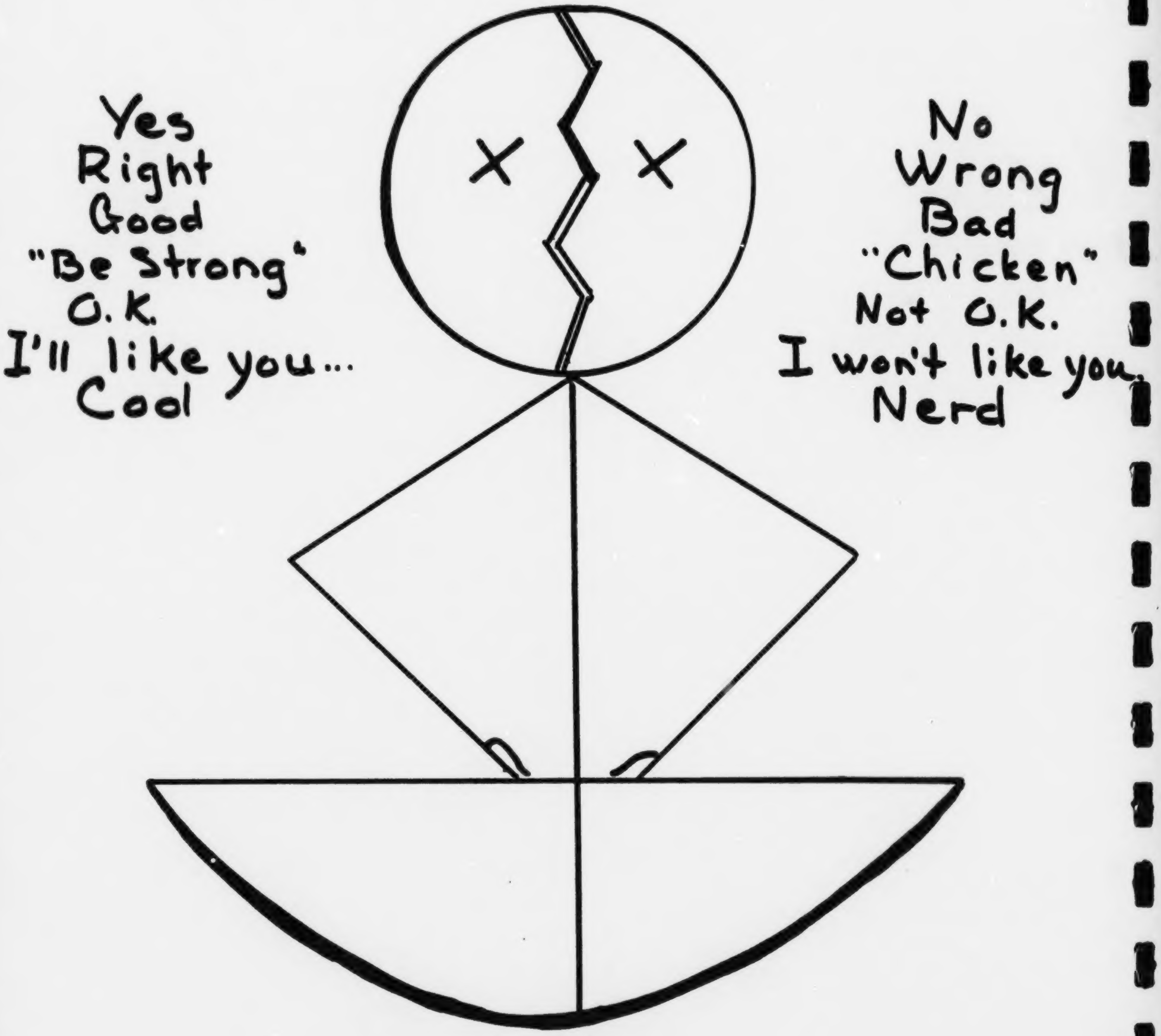
Have students discuss the role-play situation. How could Joe change the subject, use his friendship, stand up for himself, or get away.

Give each student a copy of the activity sheet, "Good Choices for Negative Peer Pressure" as an in-class or take-home activity.

Suggested Home Activity: Letter to parents (included)

Evaluation:

Watch children in non-classroom situations for opportunities to reinforce these skills.


Yes
Right
Good
"Be Strong"
O.K.
I'll like you...
Cool
No
Wrong
Bad
"Chicken"
Not O.K.
I won't like you.
Nerd

Deciding

HOW TO HANDLE NEGATIVE PEER PRESSURE

CHANGE THE SUBJECT

USE YOUR FRIENDSHIP

STAND UP FOR YOURSELF

GET AWAY

GOOD CHOICES FOR NEGATIVE PEER PRESSURE

Sometimes, friends or strangers ask you to do things you know are wrong or that give you an uncomfortable feeling inside. It's important to know how to handle these situations before they ask you. That will make it much easier to make a good choice when the time comes. Read the situations below and answer the questions:

1. A classmate wants you to do her school assignment. It is the first time she has ever paid any attention to you. She's very popular and you would really like to be her friend.

How would you change the subject?

____

____

How would you use your friendship?

____

____

How would you get away?

____

____

Which of the above would be your first choice?

____

2. You are with your regular friends at the basketball court when a group of older kids arrive. For awhile, you all talk and play basketball. Then, one of the older kids takes a can of spray paint out of a bag and sprays his initials on the wall. He hands you the can and tells you to write your name. All the older kids say you'd better do what he says.

How would you change the subject?

____

How would you use your friendship?

____

How would you get away?

____

Which would be your first choice?______________________________

Dear Parent:

Children today are under pressures more serious than most adults ever had to face at a young age. Young people who fall prey to negative influences, including pressure from peers, often make bad choices--choices that can damage their lives for years to come. Schools are where all the kid's in a community are put together; therefore, our classrooms represent a cross-section of the families in our school district. It is an excellent place to teach all children how to handle negative pressure and how to use positive peer pressure to help kids make good choices.

Today's lesson focused on ways to recognize and resist negative pressure. Your daughter/son has an activity work sheet to help reinforce the concepts taught today. As you read it with her/him, you will have a clear outline of the skills that were taught.

Children need to have continual reinforcement in ways to refuse "going along with" negative pressure. Below are some suggested ways parents can help.

Suggested Home Activities:

1. Discuss peer pressure with your child. What pressures has she/he already felt at school or in the community?

2. Knowing his/her parents will listen to concerns and worries is a great help in keeping kids on the right track. There is always the temptation to give advice (interpreted as "lecture" by kids). Of course, parents need to give helpful ideas and suggestions--but listening is crucial.

3. Review the four choices for handling peer pressure with your child (change the subject, use your friendship, stand up for yourself, and get away).

4. Model the kind of attitudes and actions you want for your son/daughter. Although peer influences are important, the most recent research indicates the influence of parents and family values is still greater.

LESSON 4 Time Required: 35-45 Minutes

Goal: To help children increase their awareness of bullying and to accept personal responsibility for eliminating that problem in their school community.

Outcome Statement: The student will be able to identify bullying behavior and practice positive ways to eliminate bullying in their school community.

Supplies needed:

- "Bullying" questionnaire (one copy per student)
- Students will need a pencil
- Chalkboard/chalk
- Transparency: "Characteristics of Bullies"
- Overhead projector
- Student handout "Ways to Help Stop Bullying" (one copy per child)
- 3"x 5" cards printed with situations (See situation suggestions, included)
- "Dear Counselor Letter" (one copy per child)
- Hassle Log (for counselor)
- Letter to parents (included)

Resources/References:

Brigman, G., and Earley, B. (1991). *Group Counseling for School Counselors.* Portland, ME: J. Weston Walch.

Cooper, J., and Martenz, A. (1988). *Reaching High-Risk Students* Warminster, PA: Mar*Co Products, Inc.

Goldstein, A., and Glick, B. (1987). *Aggression Replacement Training.* Champaign, IL: Research Press.

Kreidler, W. (1984). *Creative Conflict Resolution.* Glenview, IL: Scott, Foresman and Company.

Room Arrangement:

Students seated at desks in classroom. Later, students move into groups of four or five for an activity.

Key Words: bullying victim bully

Anticipatory Set:

Explain to students that you are going to have them fill out a questionnaire. They are to do this anonymously (no names on papers) and they are to answer the questions as honestly as they can.

(Give each student a copy of the Bullying Questionnaire. Allow five to seven minutes for this activity; collect papers and record room number for each batch given.)

Learning Activities:

Brainstorm with children on the definition of bullying.

Explain the effects bullying has on students:

1. Bullying occurs when students are hit, teased, threatened, frightened into doing things they do not want to do, or forced to give up their money or other personal belongings.
2. Bullying is very harmful. It lowers the way a person feels about himself/herself.
3. Some students are victims of bullying almost everyday--or several days a week.
4. Bullying causes kids to become very, very unhappy. They feel tortured and may not want to come to school.
5. Bullying can happen at school and in the community, but it is always a very frightening and terrible thing.

ASK: "What about the bully; why do you suppose someone becomes a bully?

(List children;s responses on chalkboard). Ideas should include: to feel big, to make people think she/he is tough, to mask (cover-up) her/his own bad feelings.

Point out that every bully is trying to get what she/he wants - a "payoff" for his/her bullying activity. Put up overhead, "Characteristics of Bullies" Discuss.

Point out that bullying can be done by more than one person at the same time, like gangs sometimes do.

Remind students that bullying is a kind of violence and has no place in a peaceful school or community.

Practical Application:

Give each student a copy of the handout, "Ways to Help Stop Bullying." Discuss each point.

Divide class into groups of four to five. Give each group a Situation Card (see suggested situations, included). Have students discuss each situation and answer these two questions: What would you do if you were the victim in this situation? What could you do if you were walking by and saw or heard this situation? *(Write these questions on the chalkboard).*

Have students share their ideas with the group.

In last 5-8 minutes of the lesson, have each student complete the Dear Counselor letter and hand it to you before you leave the classroom. Explain carefully that these letters will be kept confidential.

Related School Activities:

Bullying is a subtle and pervasive problem, often undetected by school personnel. Faculty members need to be alerted to the characteristics of the problem and the fear it causes in victims. Sometimes, school absenteeism, tattling, and other problems are really the result of bullying. Concepts from this lessons should be shared with all faculty members.

BULLYING

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Grade________________________ **Teacher**________________

Check (✓) yes or no. If you do not have any idea about an answer write a question mark (?).

	YES	NO
1. Do you know students who are teased, hit or mistreated by other students?	____	____
2. Do you know students who are mistreated almost every day?	____	____
3. Do you know students who are mistreated once in awhile, but not everyday?	____	____
4. Do one or two students in your classroom act like bullies?	____	____
5. Do three or more students in your classroom act like bullies?	____	____
6. Are one or more students in your classroom mistreated by other students?	____	____
7. Are three or more students in your classroom mistreated by other students?	____	____
8. Do you know students who are teased, hit or mistreated after school?	____	____
9. Do the mistreated students have friends with whom they can share their problems?	____	____
10. Do you think bullying makes the "picked on" person feel worthless?	____	____
11. Do you think bullying makes the "picked on" person feel rejected or left out?	____	____
12. Do you think bullying makes the "picked on" person feel ashamed of the way she/he looks or acts?	____	____
13. Do you think being bullied takes a person's mind off his/her schoolwork?	____	____
14. Do you think being bullied could cause a person's grades to drop?	____	____
15. Do you think being bullied could cause a person not to want to live?	____	____
16. Should the mistreated person walk away from the bully to keep peace?	____	____
17. Should the mistreated person use a firm, convincing tone of voice and tell the bully to "cut it out?"	____	____
18. Should the mistreated person learn how to speak up for him/herself with more self-confidence?	____	____
19. Should the mistreated person take judo or karate?	____	____
20. Should the mistreated person try to make friends with other students?	____	____

Adapted from: Cooper, J., and Martenz, A. 1988). *Reaching High Risk Students.* Marminster, PA: Mar*Co Products, Inc., 18974. (1-800-448-2197). Used by permission.

Suggested Home Activity: Letter to parents (included)

Evaluation:

Counselor will tally the results of the Bullying Questionnaire for each classroom. From the results, decide which classrooms need help with this topic and/or whether the topic needs further emphasis with all classrooms and faculties. The school principal should be involved immediately if there seems to be more than a minor problem. (Remember: a minor problem is a major problem to any victim of bullying). The Bullying Questionnaire can be administered again after several months to help evaluate any changes in behavior by the students.

The Dear Counselor letters should each be read carefully. If a student has requested a personal conference, the counselor should see the child individually within 48 hours. Letters can be used to help place children in appropriate small group settings but the confidentiality of the letter must never be violated. (For example, do not tell a teacher you are placing a child in a counseling group because of information she/he wrote on this letter).

Children who allow themselves to be continuously bullied often feel powerless to make personal changes. A copy of a **"Hassle Log"** is included as a possible tool for counselors as they work with bullied students.

CHARACTERISTICS OF BULLIES

THINK THEY CAN BEAT EVERYONE UP

TALK BEHIND YOUR BACK

USE YOU

ARE MORE OFTEN BOYS BUT ARE SOMETIMES GIRLS

LOOK FOR A FIGHT

DO MEAN THINGS

ACT LIKE THEY'RE BETTER THAN YOU

BRAG A LOT

DON'T RESPECT YOUR THINGS

LIE

PICK ON YOU

Adapted from: Brigman, G., and Early, B. (1991). *Group Counseling for School Counselors.* Portland, ME: J. Weston Walch.

Ways to Help Stop Bullying

1. Walk away with dignity to avoid a fight or further abuse.

2. Try ignoring the bully but if the person continues to bother you, say in a firm voice, "Cut it out!"

3. Participate in activities in which you are likely to excel. (Focus on what you do well.)

4. Socialize with other students and try to make friends (mixing in rather than being left out).

5. Learn how to stand up for yourself so you can speak up convincingly and with more self-confidence. Ask your school counselor to help you.

6. Take karate or judo to feel more self-reliant or self-confident.

7. Always tell a grown-up if you are being bullied. If the first grown-up you tell doesn't seem to believe you or can't seem to help, go to another adult-and another, until someone helps you resolve the bullying problem.

8. If you are a victim of bullying, remember, this harassment won't last forever. It may take a little time, but don't give up. You can get it stopped.

9. If you are a bully, stop at once. Ask yourself what you are getting out of this behavior. Most bullies do not like themselves very much. Talk to your school counselor about activities you can do that will be much more fun and interesting than picking on someone else. You'll be glad you make the change!

Adapted from: Cooper, J., and Martenz, A. (1988). *Reaching High Risk Students.* Warminster, PA: Mar*Co Products, Inc., 18974. (1-800-448-2197) Used by Permission.

Suggested Situations

Situation: Every time you are in the school bathroom, the same three students get you in a corner and punch you in the stomach.

Situation: Harvey, a boy in the 8th grade, stops you as you are getting on the school bus and tells you to give him your lunch money or else. He looks tough and mean--so do his friends.

Situation: You are home alone each day after school. Several days last week the neighbor has come to your house to watch TV. But she always ends up telling you she needs some money and she insists you get it for her from your mother's purse. She says you'll be very sorry if you tell your mother.

Situation: A boy in your class takes your math paper each day, puts his name on it and gives it to the teacher. Then he gives you a look that says, "Just try to do anything about it." Of course, you end up without a paper and your teacher says she's going to call your parents.

Situation: As you and your friend walk home from school, you are followed by three other students. They push you, grab your books and call you names. If you tell someone, they say they will really beat you up. You've heard they have already been in trouble at school for fighting.

Situation: Everyday at lunch the new boy in your class sits down beside you. When the teacher isn't looking, he takes food from your tray or pours your milk all over your tray. The other kids at the table laugh. You have tried to sit away from him but he always finds you.

Dear Counselor,

I am writing you this letter because ____________________

____

(State the problem that is bothering you.)

This problem was caused by ____________________

____

(Write the initials of the person or persons--no names. Also write the word "me" if you caused the problem.)

The problem is bothering me in the following ways: ____________________

____

(Tell how the problem is bothering you.)

I think I can help solve the problem by ____________________

____

and by ____________________

____

(List at least two ways you could help solve the problem.)

Check one of the following:

______ I need to have a conference with you

______ I will try to solve the problem on my own

Sincerely, ____________________
(Name and grade)

PROBLEM AREAS: (You can use in filling out the form).

1. Feel left out a lot/feel sad and lonely.
2. Need more friends/don't feel good about myself.
3. Grades are low.
4. Don't know how to study/bored.
5. Don't get along well with others/family concerns.

Adapted from: Cooper, J., and Martenz, A. 1988). *Reaching High Risk Students.* Warminster, PA:Mar*Co Products, Inc., 18974. (1-800-448-2197) Used by permission.

Hassle Log

Name:______________________________**Date:**_______________

morning ____________ **afternoon** __________ **evening** ______

Where were You?

Classroom _____ Lunchroom _____ Hall _____

Play ground _____ Gym ____ School bus _____

Bathroom _____ Media Center _____ Walking/biking to school _____

Other ____________________________________

What happened?

Somebody teased me _____
Somebody took something of mine _____
Somebody told me to do something _____
Somebody was doing something I didn't like _____
I did something wrong _____
Somebody started fighting with me _____
Other: ____________________________________

Who was that somebody?

Another student in this school ______ A neighbor kid ______
Someone in my classroom ______ Teacher/another adult _____
A student from another school _____ Other __________________

What did you do?

Hit back _____ Told a peer _____ Ignored it ______
Yelled _______ Ran away ______ Cried __________
Stayed home from school _____ Broke/hit something _____
Told a grown-up _____ Walked away calmly _____

(Turn page over.)

How did you handle yourself?

1	2	3	4	5
Poorly	Not so well	Okay	good	great

Which word(s) best describes your feeling at the time?

Mad furious afraid disgusted sick terrified desperate

From *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth* (p. 85) by A. P. Goldstein and B. Glick, 1987, Champaign, IL: Research Press. Copyright 1987 by the authors. Adapted by permission.

Dear Parent:

In your fifth grader's lesson on conflict solving today, the focus was on **bullying.** This form of harassment is very harmful to students and has no place in a home, school or community. On the other hand, when children learn how to handle bullying, it helps them gain self-confidence and reach out to new positive activities.

To help your child develop skills in handling bullies, she/he has been given a hand-out called "Ways You Can Stop Bullying." It will help you know how this problem can be dealt with by a child in the fifth grade.

Being the victim of a bully (or bullies) is usually very discouraging and very frightening to a child. Unless he/she has help in handling the problem, most bullied children feel overwhelmed and even terrified. Some do not want to come to school, if that is where she/he is being bullied. Parents can help. Below are some suggestions.

Suggested Home Activities

1. Talk to your child about today's lesson on bullying. Has she/he ever been bullied? What did she/he do? Is the harassment still happening?

2. If your child is being victimized by a bully at school, call the school counselor or principal. School personnel take bullying very seriously. They would not let it continue if they were aware it was happening. They will be glad to work with you in getting the problem stopped.

3. Does your child make up reasons, including illness, so she/he can stay home from school? Try to get him/her to talk about the fears of going to school. Listen carefully and believe what she/he says. Call your school counselor for ideas and suggestions.

4. If your child is being bullied, know that this won't last forever. It can be stopped if schools and parents work together.

5. If your child is a bully, he/she has some needs that seem to be fulfilled (negatively) by this activity. Most bullies are quite miserable and have a very poor self-esteem. A child shouldn't have to do bullying to meet his/her needs. Call your school counselor and work together on helping your child to a happier life.

LESSON 5 **Time Required: 35-45 Minutes**

Goal: To help students use problem prevention skills in creating positive personal experiences and a peaceful school community.

Outcome Statement: The student will be able to implement problem prevention skills to help create positive personal experiences and a peaceful school community.

Supplies Needed:

Transparency with the following quote: "Packs of hyenas howling a few yards away, wolves growling, huge birds flapping their wings and waiting impatiently for the leftovers. Do you think the lion hurries?"
Overhead projector
Chalkboard and chalk
2 sets of situation slips
2 bottles for "Spin the Bottle"
Student handout "Avoiding Problem Situations" (one per child)
Letter to parents (included)

Resources/References:

Barnes, D., and Miller, K. (1989). *The Decision-Making Skillbook.* Portland, ME: J. Weston Walch.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Mt. Holly, NJ: GoWell and Kent, Inc.

DeVenzio, D. (1989). *Smart Moves: How to Succeed in School, Sports, Career and Life.* Buffalo, NY: Prometheus Books.

Room Arrangement:

Students seated at desks in classroom. Later, class is divided in half with children seated in two circles; space is needed for this activity.

Key Words: prevent avoid solve

Anticipatory Set:

Put up transparency with the following quote: "Packs of hyenas howling a few yards away, wolves growling, huge birds flapping their wings and waiting impatiently for the leftovers. Do you think the lion hurries?"

Brainstorm the above quote with students. Then, read "Living Between Your Own Ears" aloud.

Have students respond to this question: "Lion people," living between their ears, so to speak, are problem preventers. Why is that statement true?

SAY: "Today, we are going to talk about avoiding problems before they get to us. As fifth graders, and the oldest students in our school, you may also be in a position to help the younger people in our school community avoid problems, too."

Learning Activities:

SAY: "First, let's think about how, where and why conflicts seem to start"

(Write these words as headings for columns on the chalkboard or chart paper: how, when, why)

As children give ideas orally, write the ideas under the appropriate columns.

CONTINUE: "Since we have some good ideas about how, when and where conflicts start, let's think of ways we can prevent being involved in these conflicts."

List responses on chalkboard or chart paper. Ideas could include:

**avoid problem people (gang members, bullies, vandals, people who lie or shoplift, people who use drugs, etc.).
**stay away from peers who put on negative pressure.
**plan activities where you won't encounter a problem.

**spend time with friends who are trustworthy
**follow school rules
**follow rules of safety when you are home alone

At end of listing SAY: "Can all problems be avoided?"
Discuss.

Review what "living between your ears" means with regard to conflict-prevention by having students give ideas orally. *(Write the ideas on chalkboard.)*

Ideas may include:
Think before you act.
Do what is right even if you stand alone.
Remember: You are O.K. with or without a friend's approval.
Pay attention to where you are and what you're doing.
Set your goals and work on them.

ASK: "What about the younger kids in school? Are there things responsible 5th graders can do to help them avoid conflicts?"

Practical Application:

Divide class in half to form two teams. Each team sits in a circle (on opposite sides of room or spaced apart). Place a bottle holding "situation slips" in the center of each circle.

Procedure: One child spins the bottle. When the bottle stops, the person to whom it is pointing takes a slip from the bottle, reads the situation aloud, then decides his/her choice to avoid or solve the conflict. She/he then spins the bottle and the game is repeated. Continue game until all or most children have had a turn.

NOTE: Counselor and classroom teacher should each assist a team.

Give each student a copy of the handout, "Avoiding Problem Situations" as an in-class or take-home activity.

Suggested Home Activity: Letter to parents (included)

Evaluation:

Observation of student responses to conflicts and potential conflicts. Review and reteach as the need is indicated. Students responses during the game can be used to assess their over-all understanding of the unit.

LIVING BETWEEN YOUR OWN EARS

If there is one crucial concept that is important to living well, it is learning to "live between your own ears."

It doesn't sound like much at first. You think everyone does it. But on further consideration, you will realize that most people don't live between their ears; they live "out there" in the air, like a tiny tree in the middle of a field, buffeted constantly by the winds of conversations and orders and instructions.

Think about it. You wake up. You are feeling fine. It promises to be a good day. Then you hear somebody say something bad about you--and your day suddenly changes. You are upset, angry, discouraged.

Everything has changed because of something that happened outside of your ears--not between them. You let those comments reach you and mar your day. It was not inevitable. It was not necessary. You **let** it happen. You chose to live outside your ears, instead of between them.

Lions and Sparrows

Think of the difference between lions and sparrows, the way they go about life and where they live.

A sparrow can see its absolute favorite meal on the ground, and what does it do? It looks around, it flies near. A big fat juicy worm. The best brand. It begins to peck, hears something, flies off. Looks around. Flies nearby. Looks. Moves. Looks. Back and forth. A step closer. A step back. Look. What? Move. Run. Fly back. Peck. Peck. Peck. Move. Fly away. Fly back. Peck. Retreat. Look. What? Approach. Look. Step back. Step forward. Peck.

Could **you** enjoy a meal like that? The sparrow is influenced by every tiny movement. Every breeze, shadow, and twig invades its consciousness. It jumps around, looks around, dances around, and does hundreds of things besides just sitting down to its favorite meal.

The lion, on the other hand, is the ultimate in living between it's ears. It walks out onto a prairie with big hairy, smelly creatures everywhere. Giant hooves and tusks and horns and teeth all around. Neighing, growling, roaring, chirping, howling going on everywhere. And the lion chooses its spot, plunks down and goes to sleep. Sleeps till it's hungry. Then gets up and stretches and limbers up, and lets everyone know with a thunderous roar that it is hungry and is about to get its dinner.

What an incredible difference in lifestyle from the sparrow. The lion kills something and eats it right there on the spot. Packs of hyenas howling a few yards away, wolves growling, huge birds flapping their wings and waiting impatiently for the leftovers. Do you think the lion hurries?

Lions always eat at the same speed. The vultures and hyenas and wolves can wait, and will wait. The lion takes its time, eats till it's full, then walks off a few feet where the air smells better and plunks down on the ground again to sleep. It's up to the others to drag the leftovers away where they can try to eat in peace.

Now think about it. Which are you? A sparrow? Or a lion? Do you live between your ears? Or "out there" in the air where the roars and howls and growls of life are a constant source of bother and worry? It's up to you--The sparrow or the lion?

---Adapted from Smart Moves . . . pp. 15-16.

SITUATION IDEAS FOR SPIN THE BOTTLE

(Duplicate list, cut apart and fold to put into a bottle that will spin when twirled on the floor.)

Your friend teases you about your glasses.

Someone always holds you against the wall and tickles you in the school bathroom.

Two of your friends are about to get in a fight.

One of your classmates starts picking on a smaller child on the school bus.

Your teacher accuses your friend of cheating. Your friend denies it but you saw her look on your paper during a test.

You are with a group of friends at the mall. It is already five o'clock and that's when you told your dad you'd be home.

You see an older student steal money from someone's book bag.

Your teacher was called to the office for a phone call. While she was gone, two students stole some lunch tickets from her desk. Now, the teacher is going to hold the class during recess until she finds the thief or thieves.

A new boy in your school speaks with a foreign accent. He is hard to understand. Several of the students make fun of him. Now you see him crying on the playground.

You and your friend are playing tether ball. Two older boys tell you they're taking over that game now. Your friend says, "You are not!"--and gives one of the older boys a push.

A classmate asks you to shoot some baskets. When you asked, "Where'd you get the ball?" he tells you he brought it from home. Then, you see it is marked "Property of Caldwell City Recreation Department."

You are the only one home after school each day. Two of your classmates want to come home with you. You know they have already gotten in trouble for sniffing paint thinner.

You are baby-sitting. You were told by the child's mother to keep the child in the house at all times. Your friends come by and want you to sit on the front step and talk to them. You are pretty sure the child you are baby-sitting won't tell her mother.

You would like to sit in the back seat of the school bus but every time you do, the older students take your books and throw them around the bus.

When you went shopping for school clothes, you bought the kind of jeans your step-sister wears. She says everyone wears only this kind of jeans at her school in California. Now, the kids are making fun of you because NO ONE has clothes like that in your school. Your mother says, "You bought them; you wear them."

You are with some friends at your cousin's house. One person brought a wine cooler to share.

A nice-looking man is standing on the corner behind the school. He speaks and smiles at you. Then, he says to you, "Come on over here. I have something to give you."

The principal has accused you of starting a fight in the bathroom. It is the second time this has happened this year.

On the way home you and a friend find a wallet on the sidewalk. Your friend saw it first and picked it up. There is no identification in the wallet, but there are two $10 bills, two $5 bills and some change. Your friend hands you a $10 bill and a $5 bill and keeps the same for himself. He then gives the wallet a toss back onto the sidewalk.

AVOIDING PROBLEM SITUATIONS

List ways you can refuse to participate in activities which you feel are wrong:____

____

____

How would you handle the following situation?

You have been invited to a birthday party at a classmate's house. You know her parents both work the night shift, so the party won't be supervised. You have heard some older boys are planning to "crash the party." All your friends are excited about having a great party and expect you to be there.

What problems could you encounter?____________________________

____

____

How can you "get out of going" to the party?________________________

____

How would you deal with this situation?___________________________

____

How would you handle the following situation?

You and your best friend are at a large discount store. There are lots of things to see but nothing either of you want to buy. However, now, after you are outside the store, your friend shows you a video he took but didn't pay for on purpose.

What could happen as a result of shoplifting?________________________

Would this change your feelings about your friend? ______yes ______no

If yes, in what way?_______________________________________

What choices would you have to make in this situation?_________________

____

How would you deal with this situation?___________________________

____

How could you avoid a problem like this in the future?_________________

____

Dear Parent:

Today's lesson completed the unit, "Making Our School a Peaceful Community" for fifth graders. During today's lesson, students learned the importance of "living between their ears" rather than listening to outside distractions. They learned ways to prevent and avoid problems, which is usually more desirable than having to resolve conflicts that have happened.

The children heard a story-lesson comparing a sparrow's approach to meal time and a lion's approach to meal time. Your son/daughter can explain what is meant by "living between your ears" by relating this object lesson to you.

The fifth graders have learned many skills in this unit, which they will keep developing as they have opportunities to practice. They have also learned that, as the oldest students in our school, they may be able to help the younger ones avoid and solve problems.

To help reinforce conflict-resolution skills with your son/daughter, the following suggestions are included:

Suggested Home Activities:

1. Encourage your child to keep his/her life on track by resisting outside negative influences. Kids are influenced by many negative things but they do respond to parents who listen to them and who guide them as they try out independent conflict resolution skills.

2. If you sense a problem situation approaching, resist lecturing. Instead, try to hear your son/daughter's ideas first. Children will often have excellent ideas for staying out of trouble if they have an open opportunity to share with you.

3. Sometimes children need to be able to use the excuse, "My mom won't let me," or "My parents would 'kill' me if I did that." Let your child know these are excuses he/she can always use to help them avoid conflicts.

4. Be sure your child knows safe ways to be home alone. Don't assume anything. Talk over potential emergencies and ways they can be handled.

5. Review the various handout materials from this unit with your child periodically.

POST SESSION **Time Required: 10-15 Minutes**

Goal: To help children put closure on the unit, "Making Our School a Peaceful Community," and to assess their knowledge and use of conflict-resolution skills.

Outcome Statement: The student will complete an evaluation of his/her knowledge and use of the conflict resolution skills studied in the unit, "Making Our School a Peaceful Community."

Supplies Needed:

One copy of the pretest/post-test for each student (copied on pastel paper different from pretest)
Student evaluation sheet (one per student)
Student handout: "Hidden Message Puzzle"
Students will need a pencil and colored markers or crayons, if handout is used as an in-class activity.
Appreciation treat for each student *(optional)*

Room Arrangement: Students seated at desks in classroom.

Anticipatory Set:

Counselor briefly reviews students on the main concepts of the unit, using lesson goals and outcome statements as a guide.

Then, tell students it is important to have them share back with you what they have learned in the lessons--and to share their impression of the unit with you.

MY IDEAS ABOUT THE
"MAKING OUR SCHOOL A PEACEFUL COMMUNITY UNIT

1. The ideas on conflict-solving I have used most are: ______________________

2. The most interesting idea/activity for me was: ______________________

3. I would like more help with: ______________________

4. I still have some problems, but I believe this unit (circle the best answer)
    helped me understand how to get along better.
    didn't help me much.
    helped me a little.

5. My parents (did, did not) read and use the "Dear Parent" letters I took home.

6. If I could change one thing about this unit, it would be ______________________

7. My ideas for making this school more peaceful are ______________________

Learning Activities/Practical Application:

Give each student a copy of the pretest/post-test and the student evaluation sheet. Read the instructions aloud. Circulate around the room to be sure students understand the instructions and are on task.

Collect papers when students have completed their test and their evaluation sheets.

Tell students this unit is about being responsible kids. There is also one more big idea they should remember if this is to be a peaceful school community. The hidden message is found in the "Hidden Message Puzzle" handout. Give each student a copy to do as an in-class or at-home activity.

Give students appreciation treat (optional)

Be sure students understand the procedure for self-referral to counselor. Invite them to visit the counselor's office.

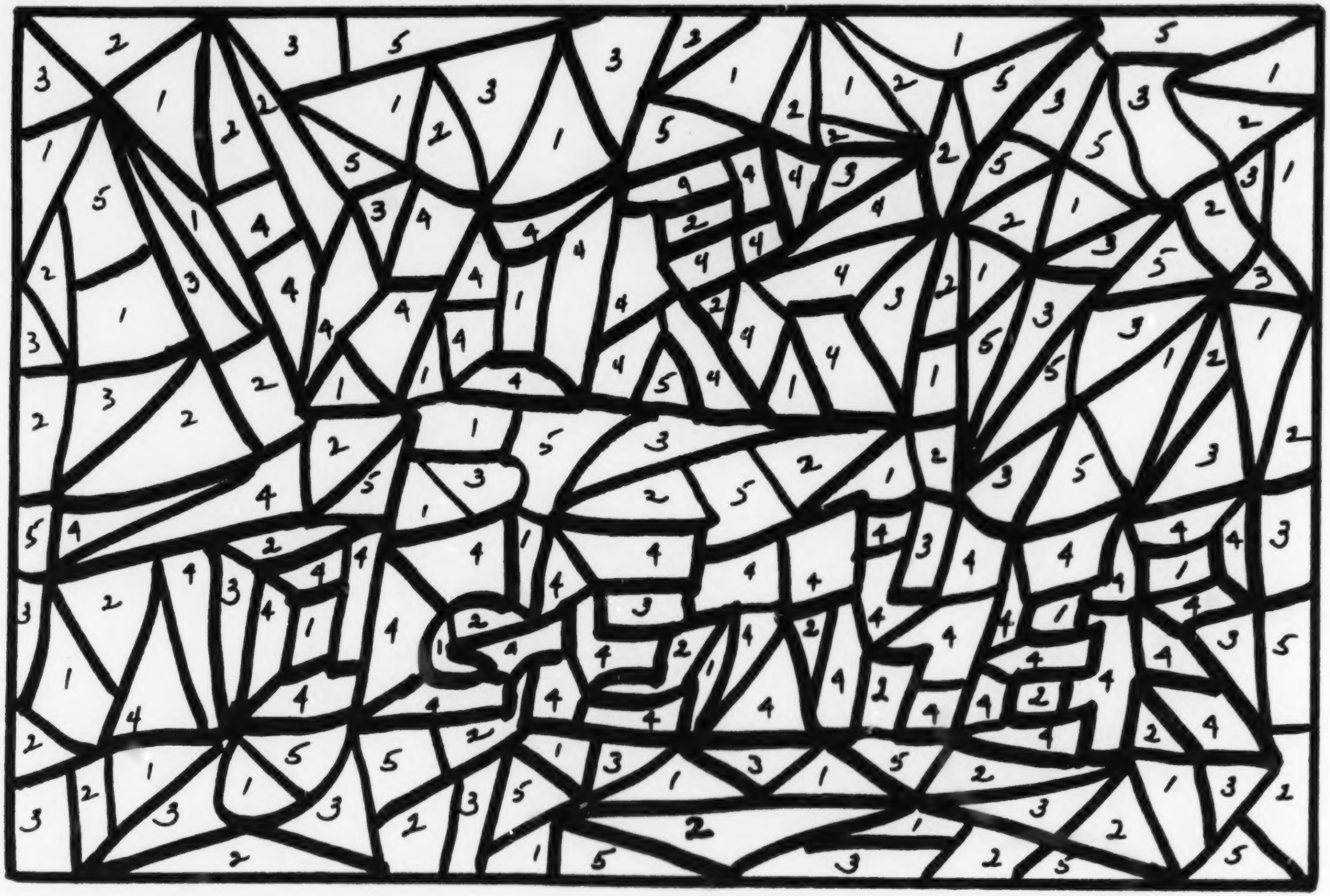
Evaluation:

Counselor scores post-test and compares results to pretest, noting areas of change and continued weakness.

Review student evaluations of unit and note areas where the need for change or strengthening instruction is indicated.

Continue to monitor student use of conflict resolution skills, reteaching and reinforcing, as needed. Encourage use of these skills building-wide.

To solve conflicts, we must



Choose a different color for each number. Color-by-number to find the secret message.

RESOURCES/REFERENCES FOR GRADE FIVE LESSONS

Barnes, D., and Miller, K. (1989). *The Decision-Making Skillbook.* Portland, ME: J. Weston Walch.

Brigman, G., and Earley, B. (1991). *Group Counseling for School Counselors.* Portland, ME: J. Weston Walch.

Cooper, J., and Martenz, A. (1988). *Reaching High-Risk Students.* Warminster, PA: Mar*Co Products, Inc.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Mt. Holly, NJ: GoWell and Kent, Inc.

Gerne, T., and Gerne, P. (1986). *Substance Abuse Prevention Activities for Elementary Children.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Goldstein, A., and Glick, B. (1987). *Aggression Replacement Training.* Champaign, IL: Research Press.

Guidance Units: K-Grade 6. (1991) Boise, ID: Boise Public Schools.

Johnson Institute (1993). *Turning Troubled Kids Around.* Minneapolis, MN: The Johnson Institute, Inc.

Kreidler, W. (1984). *Creative Conflict Resolution* Glenview, IL: Scott, Foresman and Company.

O'Neill, B., and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* Winchester, OR: Rhinestone Press.

Youngs, B. (1992). *Problem-Solving Skills for Children.* Del Mar, CA: Learning Tools.

BIBLIOGRAPHY

Aiken, T. et al. (1990). *Creating Success: A Program for Behaviorally and Academically at Risk Children.* Spring Valley, CA: Innerchoice Publishing.

Barnes, D., and Miller, K. (1989). The Decision-Making Skillbook. Portland, ME: J. Weston Walch.

Bedley, G., (1982). *Climate Creators.* Irvine, CA: People-Wise Publications.

Bedley, G., (1979). *The A, B, C, D's of Discipline.* Irvine, CA: People-Wise Publications.

Brigman, G., and Earley, B. (1991). *Group Counseling for School Counselors.* Portland, ME: J. Weston Walch.

Carson, P. and Dellosa, J. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Cooper, J. and Martenz, A. (1988). *Reaching High-Risk Students.* Westminster, PA: Mar*Co Products, Inc.

Covey, S. (1989). *The Seven Habits of Highly Effective People.* New York, NY: Simon and Schuster.

Cowan, C., and Palomares, S. (1992). *Teaching the Skills of Conflict Resolution.* Spring Valley, CA: Innerchoice Publishing.

Davis, K., and GoWell, D. (1990). *The Million Dollar Machine Life Skills Enrichment Program.* Mt. Holly, NJ: GoWell and Kent, Inc.

Dellosa, J., and Carson, P. (1988). *Clip Art Collection I and II.* Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Drew, N. (1987). *Learning the Skills of Peacemaking.* Rolling Hills Estates, CA: Jolmar Press.

Forte, I. (1990). *Fall and Spring Clip Art a la carte.* Nashville, TN: Incentive Publications. Inc.

Gerne, T., and Gerne, P. (1986). *Substance Abuse Prevention Activities for Elementary Children* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Goldstein, A., and Glick, B. (1987). *Aggression Replacement Training.* Champaign, IL: Research Press.

Graphic Source Clip Art: Youth and Family. (1986). Wheeling, IL: Graphic Products Corporation.

Guidance Units K-Grade 6. (1991). Boise, ID: Boise Public Schools.

Hannaford, M. (1991). *102 Tools for Teachers and Counselors Too.* Warminster, PA: Mar*Co Products, Inc.

Helping Kids Handle Anger: Assist Program.

"Is Your School Respected?" Practical Ideas for Counselors, Vol. 14, No. 5. Warminster, PA: Mar*Co. Products, Inc.

Johnson Institute (1993). *Turning Troubled Kids Around* Minneapolis, MN: The Johnson Institute, Inc.

Kreidler, W. (19840. *Creative Conflict Resolution* Glenview, IL: Scott, Foresman and Company.

"Mad, Sad, Glad Game," Warminster, PA: Mar*Co Publications.

McGinnis, E., and Goldstein, A. (1990). *Skill Streaming the Elementary Child.* Champaign, IL: Research Press Company.

O'Neill, B., and Glass, D. (1991). *Kelso's Choice: Conflict Management for Children.* Winchester, OR: Rhinestone Press.

Prutzman, et al. (1988). *The Friendly Classroom for a Small Planet.* Philadelphia, PA: New Society Publishers.

Rich, D. (1992). *Mega Skills.* Boston: Houghton Mifflin Company.

Snyder, B. (1989). *Middle School Peer Counseling Curriculum.* Orange County, CA: Orange County Public Schools.

Schneider, M. (1991). *Popularity Has Its Ups and Downs.* Englewood Cliffs, NJ: Julian Messner Division, Silver Burdett Press, Inc.

Stanish, B. (1982). *Connecting Rainbows.* Carthage, IL: Good Apple, Inc.

Youngs, B. (1992). Problem-Solving Skills for Children. Del Mar, CA: Learning Tools.